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ABSTRACT

In 1994-95, Chapter 1, a federally funded compensatory education program, provided funding to 33 elementary schools in the Austin Independent School District (AISD) (Texas) where there were high concentrations of low-income students. Service was provided through the following components: (1) Schoolwide Projects using resources for all students; (2) Non-Schoolwide Projects of supplementary reading and mathematics for eligible students; (3) full-day prekindergarten classes for low-income and limited English proficient; and (4) services in 1 nonpublic school and 11 institutions for delinquent or neglected children. Chapter 1 Migrant funds were provided to migrant students through part-time tutors at eight schools. Parental and community involvement programs were common to both Chapter 1 and Chapter 1 Migrant programs. Schools in the third year of their program improvement efforts were required to meet criteria for achievement defined by the Texas Education Agency, and all of these schools did meet their requirements. Other Chapter 1 schoolwide and non-schoolwide program schools generally met their requirements, and none will be in the program improvement process in the 1995-96 school year. Evaluation results support the efficacy of other programs and the Chapter 1 Migrant programs, and recommendations are made for continued use of compensatory funds. Three appendices list definitions, participating AISD schools, and schools with partnerships pairings. (Contains 27 figures, 63 tables, and 6 references.) (SLD)

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Chapter 1/Chapter 1 Migrant Evaluation Report 1994-95

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Chapter 1/Chapter 1 Migrant Evaluation Report, 1994-95
Executive Summary

Austin Independent School District
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Program Description

In 1994-95, Chapter 1, a federally funded compensatory education program, provided funding to 33 AISD elementary schools that had high concentrations of low-income students. Service to students was provided through the following components:

- *Schoolwide Projects (SWPs)* Twenty-nine schools which had 75% or more low-income students qualified for SWP funds. These schools were allowed to use their additional resources for all of their students, grades pre-K through 6, regardless of achievement status. However, SWPs were responsible for showing achievement gains in their entire student population including their low-achieving students.

- *Non-Schoolwide Projects (Non-SWPs)* Four elementary schools with large concentrations of low-income families provided supplementary reading and language arts instruction to students in grades 1-6. Students at these campuses were eligible for service if they scored at or below the 30th percentile on a standardized achievement test of reading comprehension.

- *Full-Day prekindergarten* classes were funded at all of the 33 Chapter 1 schools for low-income and limited-English-proficient (LEP) four-year-olds.

- One *nonpublic school*, grades pre-K through 8, and eleven institutions for *neglected and delinquent* (N or D) youth, grades K through 12, offered additional services.

Chapter 1 Migrant, which is also federally funded, provided supplementary instruction to migrant students via part-time tutors at eight AISD secondary campuses. A high priority was placed on dropout prevention activities such as summer school. Students qualified for the program if their parents or guardians were migratory agricultural workers or migratory fishermen during the last six years.

Parental/Community Involvement
These components were common to Chapter 1 and Chapter 1 Migrant.

Major Findings

In the 1994-95 school year, the District's application for Elementary and Secondary Education Act (ESEA) Chapter 1 funds specified individualized progress requirements for each Chapter 1 school. The individualized requirements were based on the historical data (1993-94) for a school plus the desired outcome for all Chapter 1 schools in each criterion area. Criteria for evaluating Chapter 1 schools included: promotion; attendance; percentage of pre-K students making a gain of at least five standard score points from pretest to posttest on the *Peabody Picture Vocabulary Test-Revised* (PPVT-R); and percentage of students passing *the Texas Assessment of Academic Skills* (TAAS).

Because of the 1995-96 Title I (formerly Chapter 1) ESEA Grant reauthorization, the criteria for the 1994-95 school year applied only to schools in the third year of the program improvement process. All of these schools met the 1994-95 criteria required by TEA. Achievement data are reported for each Chapter 1 school in the Student Achievement section. (Pages 41-54)

Progress and Achievement for SWPs and Non-SWPs

- Eighty-eight percent (29) of the Chapter 1 schools met their individualized promotion requirement.

- Fifty percent of the Chapter 1 schools met their individualized attendance requirement. The average attendance rate for Chapter 1 schools was 95.7%.

- Ninety-one percent (30) of the Chapter 1 schools met their TAAS Reading Comprehension percent-of-students-passing requirement. Sixty-one percent of Chapter 1 students passed TAAS Reading.

- Of the 16 schools that were required to meet a TAAS Mathematics passing percentage, 100% met their individualized requirement. Fifty percent of all Chapter 1 students passed TAAS Mathematics.

- None of the Title I schools will be in the program improvement process in the 1995-96 school year.

Prekindergarten

- Fifty-two percent (17) of the Chapter 1 schools met their individualized requirement on the PPVT-R and 48% (16) schools did not meet the requirement. (Pages 41-49)

- Average gains for all pre-K students were lower in 1994-95 than in 1993-94. The average pretest score for all pre-K students was higher in 1994-95 than in 1993-94, and with the exception of half-day LEP, the average posttest score was lower for all pre-K students. (Page 21)

- Sixty-eight percent of Chapter 1 (full-day) pre-K students achieved a gain of five standard score points from pre- to posttest on the PPVT-R compared with 62% of the half-day pre-K students. (Page 22)

Year-Round Schools

- Students who attended intersessions at year-round schools had a higher attendance rate and a higher TAAS passing percentage than Chapter 1 students at regular-calendar schools. (Pages 31-33)

- Data collected for year-round pre-K students showed that 54% of these students met the PPVT-R achievement gain while 68% of the regular-calendar students met the requirement. This was the first year to collect separate data for year-round and regular-calendar pre-K students. (Page 19)

Chapter 1 Migrant

- Chapter 1 Migrant provided summer school tuition for 45 secondary migrant students in 1994. Review of grades received at the end of summer school showed all migrant students passed the courses taken. (Page 61)

- Higher percentages of tutored secondary migrant students passing the TAAS Exit-level test, higher GPAs, higher attendance rates, and lower discipline incidents all suggest that this component is an effective part of the Migrant Supplementary Instructional Tutoring Program. (Page 63)

Major Findings (Continued)

Priority Schools

The 1994-95 school year was the last year for extra funding at the 16 Priority Schools and will be the last year of a separate evaluation. However, the 16 schools will receive Title I funds in 1995-96.

- The average pupil-teacher ratio (PTR) for the Priority Schools was 14.6 in 1994-95 which was lower than the District PTR (17.8) and lower than the PTR for other Chapter 1 schools (18.2). (Page 76)
- The overall promotion rate for Priority Schools (93%) was below the other Chapter 1 schools (96.8%) and below the District (96.7%). (Page 77)
- The attendance rate for the Priority Schools (95.4%) was similar to the District attendance rate (95.8%), but decreased from 95.9% in 1993-94. (Page 79)

Recommendations

1. Continue to use Title I funds to supplement reading instruction at elementary and secondary Title I schools.
2. Increase the use of Title I funds to supplement mathematics instruction at elementary and secondary Title I schools; mathematics will be an accountability criterion in 1995-96
3. Continue the use of Title I funds to serve pre-K students while monitoring the effect of class size, length of day, and year-round school calendar.
4. Monitor changes resulting from reauthorization of Title I.

Response

The Director of State and Federal Programs concurs with these findings and recommendations.

1994-95 Budget

Mandate: External Funding Agency
Public Law 100-297

Total Funding Amount:

Chapter 1	$10,317,341
Chapter 1 Migrant	$ 177,932

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CHAPTER 1/CHAPTER 1 MIGRANT PROGRAM DESCRIPTIONS AND COSTS

PROGRAM DESCRIPTIONS

THE COMPONENTS OF THE CHAPTER 1 PROGRAM

In 1994-95, the Chapter 1 program was a federally funded compensatory education program that provided supplementary services for educationally disadvantaged students. The AISD Chapter 1 and Chapter 1 Migrant programs included the components described in this section. (See Appendix A for additional definitions and Appendix B for a list of the AISD schools served by the Chapter 1 and Chapter 1 Migrant programs.)

Schoolwide Project (SWP), Prekindergarten - Grade 6 served.

If a school had a concentration of 75% or more low-income students, the school was eligible to become a schoolwide project. Schools which met this criterion were allowed to use the additional resources for all of their students, regardless of achievement status. However, schools were still held responsible for showing achievement gains in their low-achieving population. During the 1994-95 school year, there were 29 SWPs. Sixteen of these campuses were the original 16 Priority Schools.[1]

Non-Schoolwide Project (Non-SWP), *Grades 1-6 served.*

Chapter 1 provided supplementary reading and language arts instruction for students with low achievement scores at four elementary schools that had large concentrations of low-income families in 1994-95. Students were eligible for services at these campuses if they had reading comprehension scores at or below the 30th percentile on a standardized achievement test.

Full-Day Prekindergarten (Pre-K).

Twenty-four percent of the Chapter 1 budget was allocated to full-day prekindergarten (pre-K) programs which were implemented at each of the 33 public Chapter 1 schools. Full-day pre-K provided additional instructional time for educationally disadvantaged four-year-olds.

Nonpublic School, *Pre-K - Grade 8 served.*

St. Mary's Cathedral School was the only nonpublic school in Austin that provided Chapter 1 services in 1994-95. Sacred Heart School planned to implement a program, but was unable to because materials ordered were not received until the end of the school year. At St. Mary's, supplementary reading and mathematics instruction was offered to low-achieving students in a computer-assisted-instruction laboratory.

[1] In 1987, the School Board approved a student assignment plan which created 16 predominately low-income (75% or more), minority schools. Fourteen of the schools were funded by Chapter 1; the other two schools were funded by AISD. To assure that students received quality education in these schools, the Division of Elementary Education developed A Plan for Educational Excellence and entered into a five-year covenant with the 16 Priority Schools, providing financial support for other special services and personnel. Although this covenant concluded at the end of the 1991-92 school year, the 16 schools are still frequently referred to as the original 16 "Priority Schools."

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Institutions for the Neglected or Delinquent Youth (N or D), *Kindergarten - Grade 12 served.*

The 11 institutions for neglected or delinquent youth which participated in the Chapter 1 program in 1994-95 were Gardner House, Turman House, Mary Lee Foundation, Junior Helping Hand Home, Settlement Club Home, Spectrum Youth Shelter, Travis County Youth Shelter, the Oaks Treatment Center, Better Roads Group Home, the Children's Shelter and Assessment Center of Texas, and Mary Lee Apartments. Youth at these institutions received compensatory reading and mathematics services.

THE COMPONENTS OF THE CHAPTER 1 MIGRANT PROGRAM

In 1994-95, the Migrant Education Program was a federally funded program that provided supplementary services to eligible migrant students in grades pre-K through 12. Children of migrant agricultural workers or fishermen were eligible for the program for a period of six years after a qualifying move for securing work. The main components of the Migrant Education Program in 1994-95 were supplementary instruction, parental involvement, the Migrant Student Record Transfer System (MSRTS), and health services.

THE COMPONENTS COMMON TO THE CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS

The Chapter 1 and Chapter 1 Migrant Programs had four components that were common to both programs in 1994-95. Descriptions of these components, administration, coordination, evaluation, and parental involvement, are included in this section.

Administration. The administrator for both programs was responsible for filing applications for funding, directing fiscal matters, and consulting with instructional and evaluation staff on program planning and implementation.

Coordination. Instructional coordinators worked directly with program staff to provide guidance, support, materials, and staff development. They also monitored and ensured compliance with federal regulations.

Evaluation. Both programs provided funds for evaluation of programs, completion of Texas Education Agency (TEA) reports, special testing, completing needs assessments, maintaining on-line student files, and carrying out other services as program needs indicated.

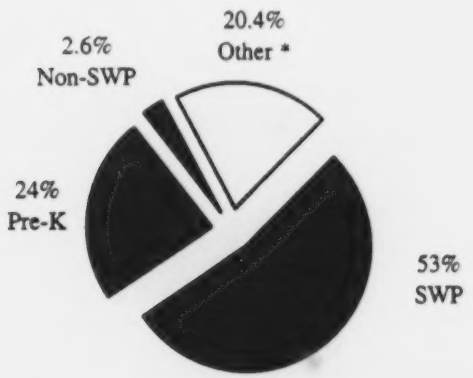
Parental Involvement. Each program employed one or more Parental Involvement Representatives.

PROGRAM COST

CHAPTER 1 PROGRAM COST

AISD's 1994-95 Chapter 1 Program budget allocation was $10,317,341. The budget allocation was 53% for Schoolwide Projects (SWP), 24% for full-day pre-K, 20.4% for Other (see explanation), and 2.6% for non-Schoolwide Projects (non-SWP). In Figure 1, the percentage of the budget assigned to each major component is presented.

Figure 1: Chapter 1 Budget Allocations for 1994-95



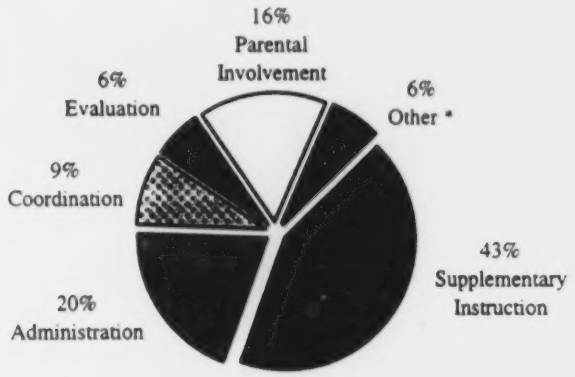
* The Other category included: administration; coordination; evaluation; parental involvement; staff development; N or D/ nonpublic; intersessions at year-round schools; summer school; indirect cost; and discretionary. Percentages of the total budget are reported:

Staff Development	4.2%	Administration	1.9%
Evaluation	2.6%	Indirect Cost	1.5%
Coordination	2.4%	Intersessions	1.4%
N or D/Nonpublic	2.1%	Summer School	1.4%
Parental Involvement	1.9%	Discretionary	1.0%

CHAPTER 1 MIGRANT PROGRAM COST

AISD's 1994-95 Chapter 1 Migrant Program budget allocation was $177,932. The major part of the allocation was used for supplementary instruction (43%). Figure 2 shows the proportion of the budget as it was divided among components.

Figure 2: Chapter 1 Migrant Budget Allocations for 1994-95



* The Other category included: Health Services (4%), Staff Development (.5%), and Indirect Cost (1.4%).

Table 1 shows the Chapter 1 budget allocations broken down for each major component into the number of students served for each program and the cost per student. The total Chapter 1 budget allocation was $10,317,341. In Table 1, the number of students served varies by component. Students who were special tested were not included under administration and coordination, and pre-K students were not included under coordination.

Table 1: Chapter 1 Program Component Allocations, Number of Students Served, and Cost per Student; 1994-95

Component	*Budget Allocation*	*Students Served*	*Cost Per Student*
SWP	$5,473,824	8,064	$679
Non-SWP	$264,159	244	$1,083
Pre-K	$2,478,235	2,148	$1,154
Intersessions	$144,705	1,617	$89
Summer School	$139,785	431	$324
N or D	$189,932	1,571	$121
Nonpublic	$29,300	51	$575
Administration	$193,477	21,431	$9
Coordination	$246,965	19,283	$13
Evaluation	$269,733	21,829	$12
Parental Involvement	$199,551	*n/a	*n/a
Staff Development	$431,066	*n/a	*n/a
Indirect Cost	$153,881	*n/a	*n/a
Discretionary **	$102,695	*n/a	*n/a

* These components do not directly serve students.
** This component includes funds for capital outlay, contracted services, and transportation.

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Table 2 shows the Chapter 1 budget allocations broken down for each major component into the number of students served for each program and the cost per student. The total Chapter 1 Migrant budget allocation was $177,932

Table 2: Chapter 1 Migrant Program Component Allocations, Number of Students Served, and Cost per Student; 1994-95

Components	*Budget Allocation*	*Students Served*	*Cost Per Student*
Supplementary Instruction	$75,883	88	$862
Administration	$35,699	485	$74
Instructional Coordination	$16,003	485	$33
Evaluation	$11,128	485	$23
Health Services	$7,000	485	$14
Staff Development	$1,000	*n/a	*n/a
Parental Involvement	$28,721	*n/a	*n/a
Indirect Cost	$2,498	*n/a	*n/a

* These components do not serve students.

Please note the following explanations regarding the Chapter 1 and Chapter 1 Migrant costs:

- All costs are based on allocations, not on actual expenditures.
- For cost comparison purposes, the number of students served at the SWPs represents the number of students who met the eligibility criterion of scoring at or below the 30th percentile on a standardized test at the beginning of the school year. Although all students at a SWP were considered served by Chapter 1, the supplementary funds were apportioned according to the number of students who met the eligibility requirements.

CHAPTER 1 OVERVIEW

CHAPTER 1 SERVICE

ELIGIBILITY

To be eligible for Chapter 1 service at a non-Schoolwide Project during 1994-95, a student had to meet **one** of the following criteria.

1. The student scored at or below the 30th percentile for his/her grade level on one of the following standardized achievement tests:
   - *Iowa Tests of Basic Skills* (ITBS) Reading Comprehension for grades 1 and 2;
   - *Norm-referenced Assessment Program for Texas* (NAPT) for grades 3-6;
   - *La Prueba de Realizacion* for grades 1-8; and
   - *Metropolitan Readiness Test* (MRT) Pre-Reading composite score in English or Spanish for first graders.
2. The student failed to meet minimum expectations on the *Texas Assessment of Academic Skills* (TAAS) *Reading* or *Mathematics*, grades 4-6.
3. The student received a score of 70 or below on the *Beginning of Kindergarten Communications Checklist*, grade K.

Retainees, special education students, and limited-English-proficient (LEP) C (bilingual), D (dominant English), or E (monolingual English) students could be served by Chapter 1 if they had a valid achievement test score. The LEP A (monolingual non-English) or B (dominant non-English) student could be served if recommended by the classroom teacher or if otherwise eligible.

Students who did not have valid test scores, or who had received test scores that were clearly discrepant from their classroom achievement (as judged by the teacher), were special tested with the *California Achievement Tests* (CAT) any time after the first day of school.

Of the 16,044 students served in non-SWPs and SWPs, 2.5% (398) were special tested with the CAT to determine eligibility for service.

- Fifty-seven percent (228) were tested because they had no previous test score;
- Thirty-five percent (138) were tested because they were new to AISD; and
- Six percent (22) were tested because there were discrepancies between their test scores and classroom performance, or because they were referred for special testing by their support team.

NUMBER OF STUDENTS SERVED

Chapter 1 served 19,814 students across all instructional components in 1994-95. Four of the five components in 1994-95 experienced an increase in the number of students served. Chapter 1 funded 29 SWPs, half the cost of full-day prekindergarten at 33 Schools, and service to kindergarten students at the 29 Chapter 1 SWPs. Table 3 shows the number of students served by each component for the last four years.

Table 3: Number of Students Served by Each Chapter 1 Component, 1991-92 through 1994-95

	1991-92	1992-93	1993-94	1994-95
Schoolwide Projects	6,328	3,970	15,259	15,800
Non-SWPs	1,482	1,674	445	244
Full-Day Pre-K	1,643	1,702	1,809	2,148
N or D Institutions	1,054	1,185	1,489	1,571
Nonpublic School	22	48	49	51
TOTAL	10,529	8,579	19,051	19,814

Demographics

Students who received Chapter 1 service at AISD schools in 1994-95 were predominantly Hispanic (59.4%), followed by African American (29.1%), White (9.7%), Asian (1.5%), and American Indian (0.3%). Table 4 shows the ethnicity of Chapter 1 students by program.

Table 4: Number and Percentage Ethnicity of Chapter 1 Students by Type of Service, 1994-95

	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	TOTAL
Schoolwide Projects	44	232	4,663	9,278	1,583	15,800
	.3%	1.5%	29.5%	58.7%	10%	100%
Non-SWPs	0	4	66	119	55	244
	0%	1.6%	27.1%	48.8%	22.5%	100%
Full-Day	7	35	562	1,408	136	2,148
Prekindergarten	.3%	1.6%	26.2%	65.6%	6.3%	100%
	51	271	5,291	10,805	1,774	18,192
TOTALS	.3%	1.5%	29.1%	59.4%	9.7%	100%

Schoolwide Projects

The following are characteristics of students served by Schoolwide Projects:

- Twenty-seven percent of all Chapter 1 students were LEP;
- Eighty-five percent of the students were eligible for free or reduced-priced meals; and
- Forty-seven percent were female, 53% were male.

Non-Schoolwide Projects

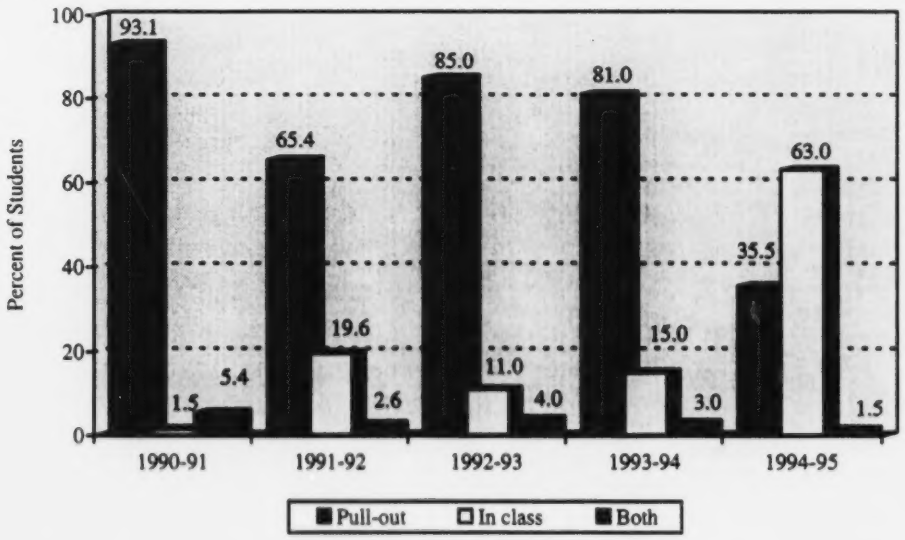
The following are characteristics of students served by non-Schoolwide Projects:

- Twenty-nine percent of the students eligible for Chapter 1 service were served;
- Twenty percent of the limited-English-proficient (LEP) students who were eligible for Chapter 1 were served by a Chapter 1 teacher;
- Seventy-seven percent of the served students were eligible for free or reduced-priced meals (not a prerequisite for Chapter 1 service); and
- The majority of students served were male (59%).

SERVICE LOCATIONS

In 1994-95, the majority of students (63.0%) received supplementary reading instruction in class; 35.5% were served in a pull-out setting; and 1.5% were served in a combination of both locations. A general trend in an increase of in-class supplementary reading instruction can be seen in Figure 3.

Figure 3: Chapter 1 Service Locations for 1990-91 through 1994-95



CHAPTER 1 PROGRAMS

Each campus had some flexibility in spending Chapter 1 funds. Some programs, such as pre-K, were funded for all campuses, while other program decisions were made by the Campus Leadership Teams at the local campus. Included in this section are descriptions and assessments of the following programs:

- Prekindergarten,
- Kindergarten,
- Nonpublic Schools (Chapter 1 funded),
- Institutions for Neglected and Delinquent Youth, and
- Extended-Year Programs.

PREKINDERGARTEN

PROGRAM DESCRIPTION

The AISD pre-K program served 3,273 four-year-olds during 1994-95. The number of students served has increased steadily since the implementation year, 1986-87. At the 53 elementary schools that provided pre-K programs in 1994-95, 19 schools offered half-day classes while 34 schools offered full-day classes. There were 779 students enrolled in half-day pre-K classes and 2,494 students enrolled in full-day pre-K classes.

The half-day prekindergarten program was mandated and funded by the State in 1994-95 for all four-year-olds who were limited English proficient (LEP) or low income. Full-day pre-K provided additional instructional time for educationally disadvantaged four-year-olds. The focus of full-day and half-day pre-K is language and concept development, as well as personal and social development.

Full-day pre-K in AISD was funded through Chapter 1 and Chapter 2. Chapter 1 provided funding for full-day pre-K at the 33 Chapter 1 schools, and Chapter 2 provided funding for the full-day program at Travis Heights Elementary.

The number of students attending pre-K has more than doubled from 1986-87 to the present. There were four times as many pre-K teachers in 1994-95 as in 1986-87. Table 5 summarizes various comparison data from the pre-K implementation year, 1986-87, and 1990-91 through 1994-95. (Note: These data include all students served at any point in the year.)

Table 5: Demographic Information for the AISD Pre-K Program, 1986-87 and 1990-91 to 1994-95

	1986-87	*1990-91*	*1991-92*	*1992-93*	*1993-94*	*1994-95*
Full-Day Classes	0	89	98	106	121	149
Half-Day Classes	84	60	66	68	64	56
Teachers	42	119	131	140	153	177
Low-Income Students	1,081	1,735	1,857	1,942	2,872	3,180
LEP Students	435	669	754	766	835	1,043
Half-Day Students	1,516	586	944	996	1,001	779
Full-Day Students	0	1,793	1,667	1,745	1,971	2,494
Total Students	1,516	2,379	2,611	2,741	2,972	3,273

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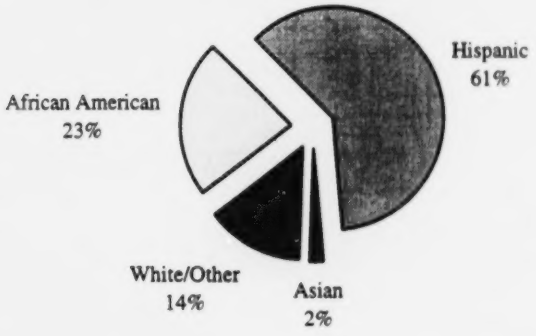
Student Demographics

Students who attended pre-K during the 1994-95 school year represented a diverse population. As noted in Figure 4, of the 3,273 students served, Hispanics made up the largest ethnic group (61%), followed by African Americans (23%), White/Others (14%), and Asians (2%). Gender was balanced with 50% female and 50% male pre-K students. Sixty-nine percent of the pre-K students were English speaking while 31% were limited English proficient. Ninety-seven percent of the 1994-95 pre-K students were from low-income families.

Figure 4: Ethnicity of AISD Pre-K, 1994-95

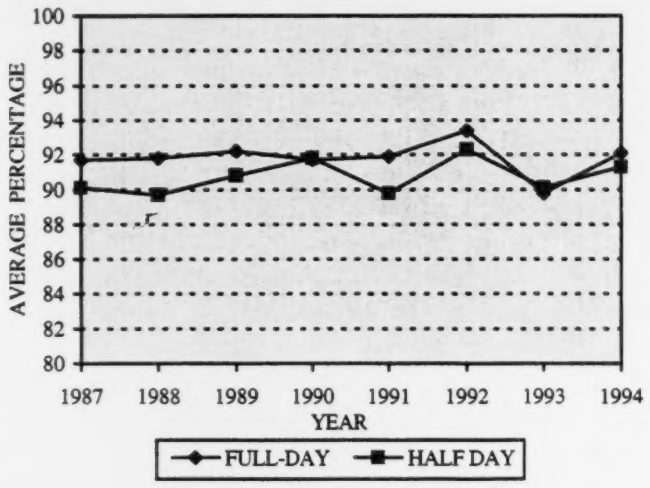


Four non-Chapter 1 elementary schools, Boone, Cunningham, Summitt, and Williams, were new to the prekindergarten program in 1994-95. The number of pre-K students served at each campus varied widely and ranged from 20 served at Boone to 128 at Houston. The average number of students per pre-K class in 1994-95 was 16.0.

ATTENDANCE

The overall pre-K attendance rate (92.0%) was below the 1994-95 AISD average attendance rate for all elementary students (96.6%). Historically, the full-day pre-K average attendance rate has been higher than the half-day attendance rate, with the exception of 1993-94. In Figure 5, a comparison of attendance rates of full-day and half-day prekindergarten students from 1987-88 through 1994-95 is presented. The average attendance for full-day pre-K students increased in 1994-95 to 92.1% from the lowest historical average of 89.8% in 1993-94. The half-day pre-K average attendance of 91.3% was slightly lower than the full-day pre-K average, but increased slightly from an average of 90.1% in 1993-94.

Figure 5: Attendance of AISD Pre-K Students, 1987-88 through 1994-95



PROGRAM EFFECTIVENESS

To measure achievement gains for pre-K students in 1994-95, the *Peabody Picture Vocabulary Test - Revised* (PPVT-R) and the *Test de Vocabulario en Imagines Peabody* (TVIP) were administered at the beginning of the year and the end of the year to a sample of students. The sample was a randomly selected subset from each class at all 53 schools that offered pre-K. A total of 1,988 students (61% of all pre-K students) had valid pre- and posttest scores.

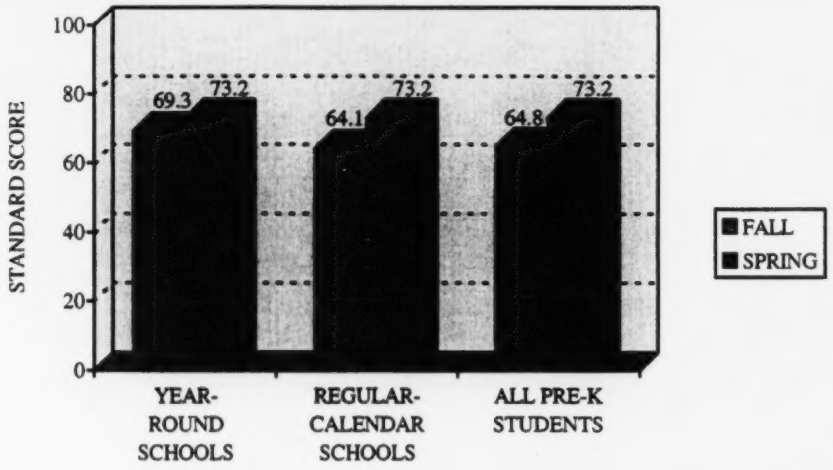
The PPVT-R and the TVIP are individually administered tests that measure knowledge of receptive (hearing) vocabulary. Standard test scores are based on national age-norms, with a mean of 100 and a standard deviation of 15. The PPVT-R is an English-language test and the TVIP is the Spanish-language version of the PPVT-R.

The pretest was given in September 1994 for both regular-calendar and year-round schools. The posttest was given in April 1995 at regular-calendar schools and in May 1995 at year-round schools. The PPVT-R and TVIP data are presented in a year-round and regular-calendar school comparison, and in a half-day and full-day comparison.

Year-Round and Regular-Calendar Schools Comparisons

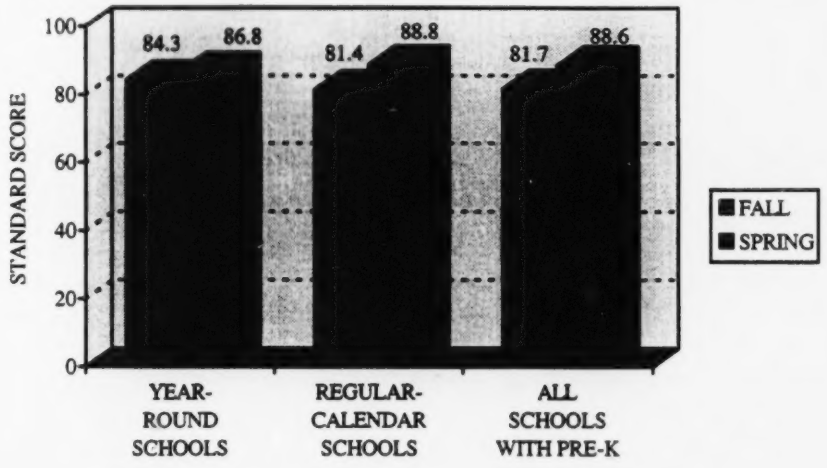
Seven AISD elementary schools followed a year-round calendar in 1994-95. Sanchez, in the third year of implementation of the year-round program, was joined by Maplewood, Metz, Ortega, St. Elmo, Widen, and Winn. Because five of these schools were Chapter 1 schools (Metz, Ortega, Sanchez, Widen, and Winn), the comparison of year-round and regular-calendar pre-K data was of interest for this evaluation. The average pretest and posttest scores on the PPVT-R and TVIP were calculated for year-round schools (n=258), regular-calendar schools (n=1,730), and all pre-K students (n=1,988). Figure 6 presents the scores for all pre-K students who had valid PPVT-R pre- and posttest scores. While students at year-round schools had the smallest gain from pre- to posttest (3.9 average standard score points), they achieved the same end-of-year average standard score as the regular-calendar schools (73.2).

Figure 6: PPVT-R Scores for Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program; 1994-95



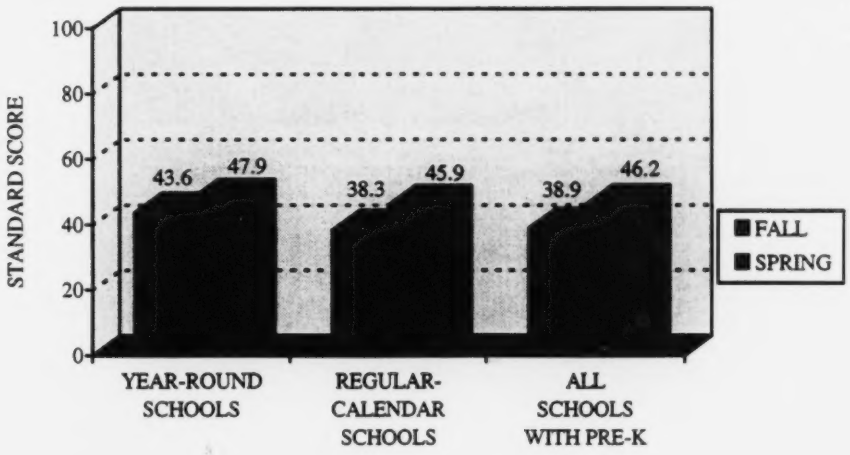
A sample of LEP A and LEP B students who received a bilingual instructional pre-K program was pre- and posttested with the TVIP in addition to the PPVT-R. A total of 619 students (65% of all LEP A and B pre-K students) had valid pre- and posttest scores on both the English and Spanish tests. The standard scores for students tested with the TVIP at year-round schools (n=72), regular-calendar schools (n=547), and all schools with a pre-K program (n= 619) are shown in Figure 7. The average gain for year-round school students (2.5 standard score points) was smaller than the average gain for regular-calendar students (7.4 standard score points). The average pretest score for year-round schools was higher than the average pretest score for regular-calendar schools, and the average posttest score for year-round schools was lower than the average posttest score for regular-calendar schools.

Figure 7: TVIP Scores for Spanish LEP A & B Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program; 1994-95



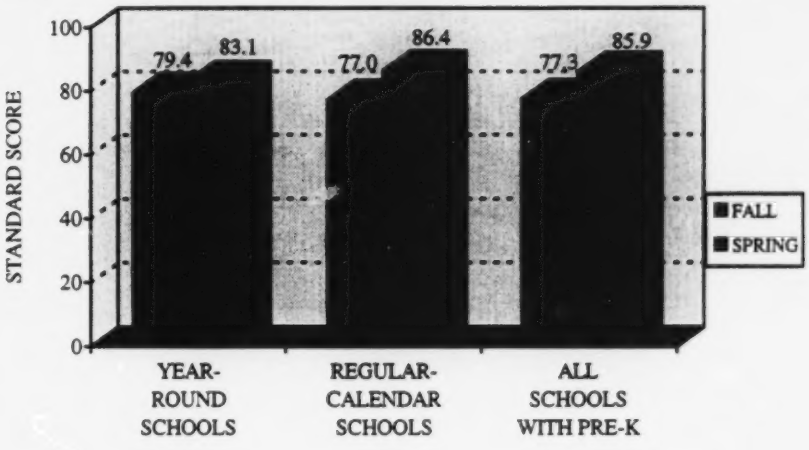
As seen in Figures 6 and 7, the average pre- and posttest standard scores were higher for students taking the TVIP than the average standard score for all students who took the PPVT-R. However, the average PPVT-R scores of all Spanish LEP A & B students were very low. Figure 8 shows that while the year-round Spanish students had a smaller average gain (4.3 standard score points) than the regular-calendar Spanish students (7.6), the year-round Spanish students scored higher on both the PPVT-R pre- and posttest.

Figure 8: PPVT-R Scores for Spanish LEP A & B Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program; 1994-95



The scores of the English monolingual and English as a Second Language (ESL) students (n=1369) were grouped for a comparison between regular-calendar and year-round schools. There were 53 ESL students who were tested, most of whom (37) attended half-day programs. English monolingual and ESL students at year-round schools achieved a smaller average gain (3.7 standard score points) than regular-calendar students (9.4 standard score points). Year-round English speaking and ESL pre-K students began the year with a higher average pretest score, but ended the year with a lower average posttest score than the regular-calendar students. Figure 9 shows the PPVT-R scores for English Monolingual and ESL students.

Figure 9: PPVT-R Scores for 1994-95 English Monolingual and ESL Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program; 1994-95



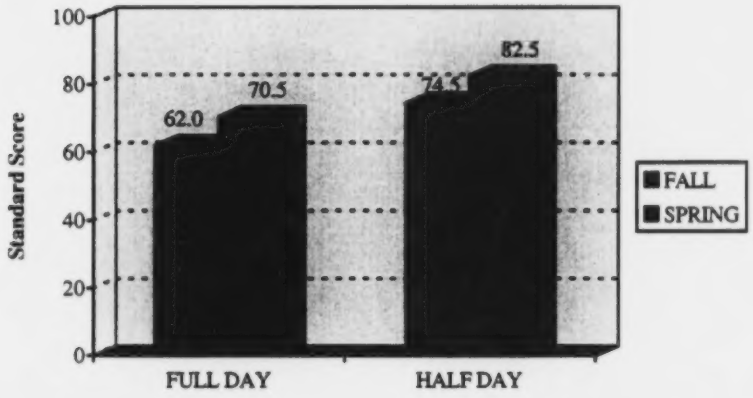
Fifty-four percent of year-round pre-K students met the PPVT-R achievement gain requirement while 68% of the regular-calendar students met the requirement. It is important to note that this was the first year to separate year-round schools from regular-calendar schools for evaluation. The number of students in the groups was different, but the demographic makeup of the campuses was similar.

Half-Day and Full-Day Comparisons.

The PPVT-R and TVIP data were evaluated on the basis of half-day and full-day programs. Because the extra half day of pre-K for full-day programs was funded by Chapter 1, this comparison was of interest.

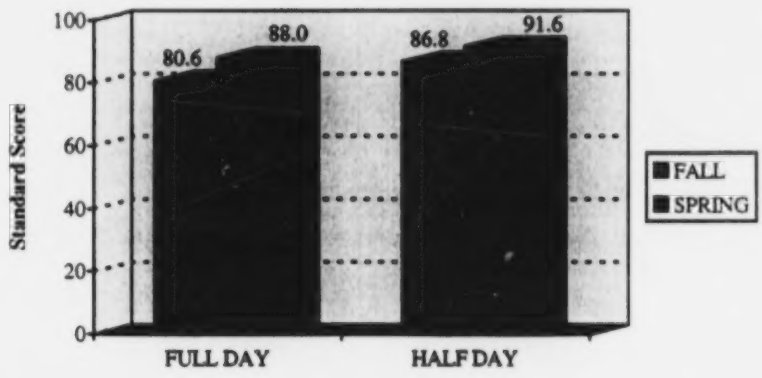
Full-day pre-K students achieved a slightly greater average gain (8.5 standard score points) on the English language PPVT-R than half-day students (8.0). However, half-day pre-K students scored much higher on the PPVT-R pre- and posttests than the full-day students. This finding reflects the fact that full-day students attend schools with higher concentrations of students who are more academically deprived than half-day students. Figure 10 shows the 1994-95 PPVT-R scores for half-day and full-day pre-K students.

Figure 10: PPVT-R Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1994 To Spring 1995



The TVIP has the same structure and standard score system as the PPVT-R. The average TVIP pre- and posttest scores were higher for both full-day and half-day students than the English version. Half-day LEP students averaged higher on the pretest (86.8) and posttest (91.6) than full-day LEP students (80.6 and 88.0, respectively); however, half-day LEP students averaged smaller gains than full-day LEP students (4.8 and 7.4, respectively). Figure 11 shows the average TVIP pre- and posttest scores for full-day and half-day Spanish LEP A & B students.

Figure 11: TVIP Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1994 to Spring 1995



Half-day and Full-day Comparisons by Program Type

Pre-K in AISD is offered to LEP students and low-income students through both half-day and full-day programs. Bilingual teachers are provided to Spanish LEP students.

Traditionally, full-day, low-income students have made greater gains than half-day, low-income students, while half-day, low-income students have had higher pre- and posttest averages

than full-day, low-income students. In past years, the half-day LEP pre-K students have made higher gains than full-day LEP students, as well as having higher average pre- and posttest scores.

In 1994-95, the half-day low-income students and the full-day LEP students made smaller average gains than ever before (6.0 and 6.8 standard score point gain, respectively). The half-day low-income students average pretest score was higher than ever before (86.3) which helps explain their small average gain (6.0 standard score points).

The average posttest score for full-day LEP students (45.1 standard score points) was much lower than the average for half-day LEP students (59.5 standard score points). This gap is about twice as large as the gap between full-day and half-day LEP students in previous years. Average gains in all categories were below the 1993-94 averages. Table 6 shows longitudinal data for the PPVT-R for 1990-91 through 1994-95, except for 1991-92 when the *Bracken Basic Concept Scale* (BBCS) was given. Average pretest scores, average posttest scores, and average gains are presented.

Table 6: Average PPVT-R Gains of Pre-K Students by Program Type, 1990-91 through 1994-95*

LEP	*Number of Students*	*Pretest Average*	*Posttest Average*	*Average Gain*
1990-91 Full Day	233	44.6	62.9	18.3
1990-91 Half Day	133	47.9	66.2	18.2
1992-93 Full Day	308	41.3	52.6	11.5
1992-93 Half Day	127	41.4	59.7	17.9
1993-94 Full Day	370	35.9	50.7	14.9
1993-94 Half Day	175	40.7	58.9	19.1
1994-95 Full Day	533	37.9	45.1	6.8
1994-95 Half Day	132	46.6	59.5	12.7
Low Income	*Number of Students*	*Pretest Average*	*Posttest Average*	*Average Gain*
1990-91 Full Day	637	74.4	85.7	11.3
1990-91 Half Day	329	84.1	93.1	9.0
1992-93 Full Day	720	75.5	87.6	11.7
1992-93 Half Day	375	82.2	93.0	9.9
1993-94 Full Day	815	73.6	85.1	10.9
1993-94 Half Day	372	83.8	93.1	8.0
1994-95 Full Day	1014	74.0	83.9	9.4
1994-95 Half Day	309	86.3	92.4	6.0

* The Bracken Basic Concept Scale (BBCS) was given in 1991-92 instead of the PPVT-R and TVIP.

Chapter 1 Evaluation Criteria

The Chapter 1 goal for pre-K students was a standard score gain of 5 points or more on the PPVT-R or the TVIP from pre- to posttest. At Chapter 1 schools, 68% of the pre-K students made a standard score gain of 5 points or more; percentages of students making the gain ranged from 35% at Widen to a high of 89% at Reilly. At the 20 non-Chapter 1 schools where the pre-K programs were half day only, 62% of the pre-K students met or exceeded the goal of a 5 standard

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score point gain; percentages of students making the gain ranged from 34% at St. Elmo to 90% at Mathews. The percentages of students making a 5 point or greater gain on the PPVT-R or TVIP by program type are shown in Table 7.

Table 7: Percentage of Students by Program Type that Made a 5 Point Gain or Greater on the PPVT-R or TVIP, 1994-95

Program Type	*Percent Students With 5 point or Greater Gain*
Full Day	67.9%
Half Day	61..9%
Regular-Calendar	68.3%
Year-Round Calendar	54.3%
All Pre-K	66.4%

The full-day program students were more successful at meeting the Chapter 1 goal of a gain of 5 standard score points or more on the PPVT-R or the TVIP than the half-day program students. The percentage of students who met the Chapter 1 goal was much higher at the regular-calendar schools than at the year-round schools during this first year of comparison. Seventeen of the Chapter 1 schools met their pre-K requirement, and 16 schools did not. (See the section on Student Achievement for information by school.)

SUMMARY

The number of pre-K students served continues to increase as the percentage of low-income students in the District increases. Chapter 1 and Chapter 2 provided funding for the full-day program at schools with the greatest concentration of low-income students. Hispanic students made up the largest percentage (61%) of students served, followed by African American (23%), White/Other (14%), and Asian (2%).

In general, the gains for year-round students were lower than the gains for regular-calendar students, but the end-of-year score averages were about the same. A much lower percentage of pre-K students at year-round schools met the Chapter 1 achievement goal than at regular-calendar campuses. However, this was the first year to investigate the year-round schools' pre-K achievement; further investigation is needed for definitive results.

The average gains for both half-day and full-day LEP and low-income students were lower in 1994-95 than in 1993-94. With the exception of LEP half-day, the average pretest score was higher and the average posttest score was lower in 1994-95 than in 1993-94 for half-day and full-day pre-K classes. An investigation of factors that may have lead to this change is needed.

The Chapter 1 required gain of 5 standard score points on the PPVT-R or TVIP was met by 68% of the Chapter 1 schools and 62% of the non-Chapter 1 schools. The national mean standard score for the PPVT-R and the TVIP is 100. The AISD average posttest score for all students on the PPVT-R was 82.5. The average standard score for the students who took the Spanish TVIP was 91.6. While pre-K students, on the average, made gains, they were still below the national average standard score on the posttest.

KINDERGARTEN

During the 1994-95 school year, there were 168 kindergarten classes at the 33 Chapter 1 schools. The kindergarten population at these schools consisted of 2,790 students in spring 1995. This number represents 46% of the 6,093 AISD kindergarten students.

PROMOTION AND RETENTION

The 1994-95 Chapter 1 evaluation for kindergarten was based on promotion and attendance rates. The performance requirements were individualized by campus for grades K through 6. The average minimum performance criteria were: promotion - 91.9%, and attendance - 95.5%. Table 8 shows the District and Chapter 1 averages for kindergarten promotion and attendance, and the average minimum Chapter 1 performance requirements. The average promotion and attendance rates for Chapter 1 kindergarten classes were lower than the average rates for the District. The District and Chapter 1 rates were above the average minimum performance criterion for promotion and below the criterion for attendance.

Table 8: Average Promotion and Attendance Rates for Kindergarten Students, 1994-95

	Promotion	*Attendance*
Average Minimum Performance	91.9%	95.5%
District Average	98.3%	94.9%
Chapter 1 Average	97.6%	94.2%
District Difference from Criterion	+6.4	-0.6
Chapter 1 Difference from Criterion	+5.7	-1.3

KINDERGARTEN CHECKLIST

In addition to these performance requirements, the Chapter 1 schools were asked to participate in the use of a new kindergarten checklist for determining Chapter 1 eligibility and for evaluating program effectiveness. The checklist, developed by the Ysleta Independent School District, replaced the *Boehm Test of Basic Concepts - Revised* which was used to determine eligibility in previous years. There were 27 items relating to communication behaviors on the fall checklist and an expanded list of 31 behaviors on the spring checklist. The advantages of using a checklist for kindergarten evaluation include:

- The teacher has a more active role in evaluating the students' abilities and needs;
- Students' eligibility for Chapter 1 service is based on relatively long-term behaviors, rather than on their behaviors on one test; and
- Eligibility is determined through criteria that are relatively independent of native language, so that limited English proficiency is not the sole reason that a student is classified as Chapter 1 eligible.

Each item on the checklist had three response categories. The level of the child's development was rated by the teacher on a scale of 1, 2, or 3 as follows:

1. The behavior is not evident.
2. The behavior is evident part of the time, but not enough for you (the teacher) to be sure that it is firmly in the child's repertoire.

3. The behavior is evident most or all of the time.

A cumulative rating of 70 or below on the Beginning of Kindergarten Communications Checklist indicated that a student was eligible for Chapter 1 service. A total of 1,926 (70%) of the kindergarten students at Chapter 1 schools had cumulative ratings of 70 or below, qualifying them for Chapter 1 service.

For the purpose of the Chapter 1 evaluation, the items common to both the fall and spring checklists were used to determine growth from fall to spring. There were 22 matching items with a possible cumulative rating of 66. The overall kindergarten average for the matching items was 49.6 on the fall checklist and 59.0 on the spring checklist, an average gain of 9.4 points.

An item analysis was completed on the matching items for the fall and spring checklists. The average percentage of students at each behavior level (level 1, 2, 3) was calculated by dividing the number of responses in each category by the total number of possible responses (the number of students multiplied by the number of items). Table 9 shows the percentage of kindergarten students who were at each level of behavior in the fall and the spring. Each level corresponds to the values for 1, 2, or 3 on the Kindergarten Checklists. There was an increase in the percentage of students who demonstrated Level 3 behavior (behavior evident most or all of the time) from 44% in the fall to 70% in the spring.

Table 9: Percentage of Students at Each Behavior Level on the Beginning and End of Kindergarten Checklist, 1994-95

	Level 1	*Level 2*	*Level 3*
Beginning of Kindergarten Checklist	20%	36%	44%
End of Kindergarten Checklist	6%	24%	70%

There were 10 behaviors (out of the 22 common to both checklists) that teachers rated as evident most or all of the time (Level 3) by 70% or more of the students in the spring. Those behaviors are as follows:

1. Responds to literature through art, music, drama, other activities. 87.9%
2. Attempts to write at his/her own level of writing. 84.1%
3. Shows awareness that print can be converted into speech. 81.5%
4. Recognizes some environmental print, e.g., McDonalds, etc. 81.4%
5. When shown numerals & letters together & told point to letter, does so. 78.8%
6. Can point to where one begins reading on a page. 77.7%
7. Shows awareness that speech can be converted into print. 76.8%
8. Uses language effectively with adults. 76.2%
9. Follows verbal directions. 75.5%
10. Shows interest in books and other printed material. 72.9%

On the Beginning of Kindergarten Communications Checklist, only one of the behaviors was evident most or all of the time in 70% or more of the students. This behavior, "enjoys listening to literature," decreased from 72.4% in the fall to 59.5% in the spring, possibly because in

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the spring students were reading more than listening. There was an increase in the percentage of students who were given a "3" on all other behaviors from the fall to the spring.

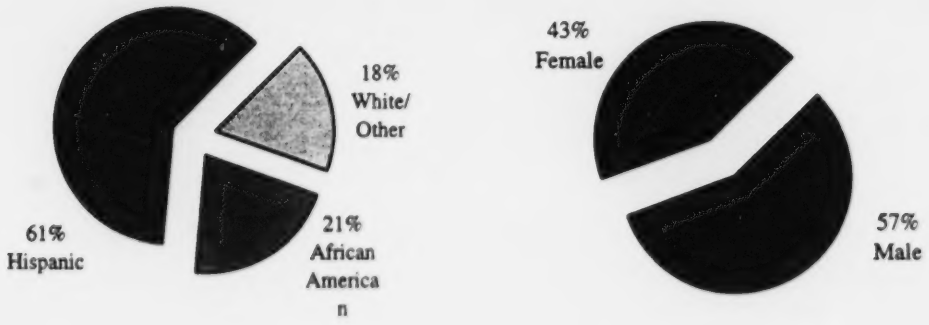
The results of the checklist are not conclusive because much training is needed on checklists in order to create reliability and validity. The checklist was developed by Ysleta ISD, and, although it was used for two years prior to being used for Chapter 1 eligibility in Austin ISD, the validity of the instrument has not been established. Checklists were new to Chapter 1 eligibility in 1994-95. Although the checklist will not be used for Chapter 1 evaluation in 1995-96, kindergarten teachers are encouraged to continue to broaden the scope of assessment tools available for evaluating the progress of their students.

NONPUBLIC SCHOOLS

St. Mary's Cathedral School was the only nonpublic school that participated in the Chapter 1 program. Sacred Heart School was allotted $2,000 to implement an Outreach/Take-Home Materials program, but was unable to implement the program because materials ordered did not arrive until the end of the school year.

St. Mary's served 51 students in grades pre-K through 8. Key demographics for St. Mary's students are shown in Figure 12. Of the Chapter 1 funds allotted, $27,300 were used to provide computer-assisted instruction in reading and mathematics and a half-time computer lab technician. The technician was responsible for ordering materials, maintaining the learning environment, assisting the students with basic computer operation, and monitoring students' use of hardware and software for proper handling.

Figure 12: Ethnicity and Gender of Nonpublic School Students, 1994-95



PROGRAM EFFECTIVENESS

Review of test records showed that 47 students in grades pre-K through 8 had valid pre- and posttest scores on either the *Peabody Picture Vocabulary Test-Revised* (PPVT-R) or *the Comprehensive Tests of Basic Skills* (CTBS) in reading and mathematics. Standard scores for grades pre-K through 8 are presented in Table 10. Grades pre-K and K were tested in reading only. Pre-K and K students exceeded the desired outcome criteria of a 5 standard score point gain from pre- to posttest on the PPVT-R. Students in grades 1, 5, 6, and 7 met the desired outcome criteria of a two point normal curve equivalent (NCE) score gain from pre- to posttest on the CTBS reading and mathematics subtests. However, students in grade 3 met the desired outcome criteria in reading only and students in grades 4 and 8 met the desired outcome criteria in mathematics only.

Table 10: Average Gains in Reading and Mathematics of Students at St. Mary's School, 1994-95*

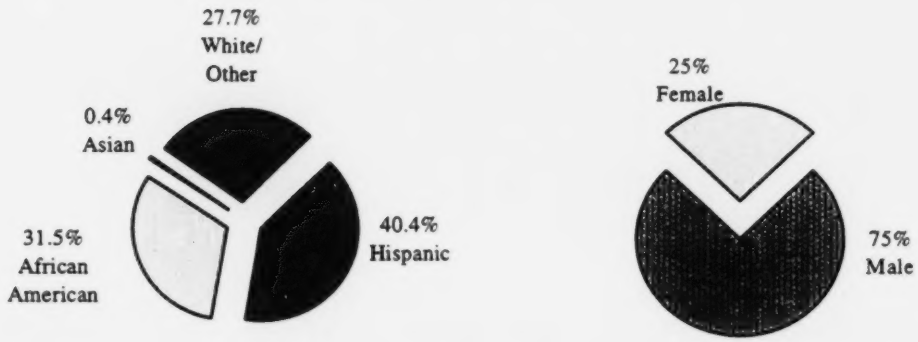
Grade	*Number of Students*	*Test*	*Reading*	*Mathematics*
Pre-K	6	PPVT-R	+33.0	n/a
K	6	PPVT-R	+46.0	n/a
1	5	CTBS	+35.0	+45.0
2	0	CTBS	n/a	n/a
3	5	CTBS	+3.4	-13.0
4	4	CTBS	-0.2	+7.0
5	7	CTBS	+6.0	-4.0
6	5	CTBS	+17.2	+13.2
7	3	CTBS	+31.0	+10.0
8	3	CTBS	-1.7	+6.3

* Gains for pre-K and K are in standard score form. Gains for grades 1 through 8 are normal curve equivalents (NCEs).

INSTITUTIONS FOR NEGLECTED OR DELINQUENT YOUTH

Eleven institutions for the neglected or delinquent (N or D) were allocated $189,932 of Chapter 1 funds, to serve 1,571 children who resided in AISD's attendance areas. These grants were used to pay teacher assistants and tutors at eight of the N or Ds. The institutions also used their allotments to purchase computers, software, and other instructional materials. The number of students served at each site ranged from 30 to 903, and the length of service for each student ranged from one day to the entire school year. Key demographics for students served at N or Ds in 1994-95 are summarized in Figure 13.

Figure 13: Ethnicity and Gender of Neglected or Delinquent Students, 1994-95



The eleven N or Ds can be categorized as:

- A Texas Youth Commission (TYC) halfway house (Turman House);
- A Travis County juvenile detention center (Gardner-Betts);
- A home for wards of the State (Mary Lee Foundation);
- Two emergency shelter affiliates, (Middle Earth Unlimited, Inc. Spectrum and the Children's Shelter and Assessment Center of Texas); and
- Six residential treatment facilities (Settlement Club Home, Travis County Youth Shelter, Junior Helping Hand Home, the Oaks Treatment Center, Better Roads Group Home, and Mary Lee Apartments).

Placements were made because of delinquency, abuse, neglect, and/or emotional and behavioral problems. Five sites sent all students to AISD schools; three had an educational program in the facility but sent some students to AISD schools; and three sent some students to AISD while other students participated in GED or other alternative programs. The ages of residents ranged from 2 to 23, and eight of the facilities were coeducational.

Because in 1994-95 Chapter 1 was a supplementary education program, the focus was on improving students' academic skills and reducing the risk of school failure and early withdrawal. The diverse needs of the students led the staffs at the N or Ds to approach educational

improvement with varying emphasis. Six focused on preparing the youths to become employable; another focused on improving self-esteem; and others focused on instilling acceptable behaviors.

PROGRAM EFFECTIVENESS

Student achievement and program success are measured by demonstrating a preponderance of evidence of goals as set by the Texas Education Agency (TEA) in conjunction with District and N or D staff. Three goals were set for each of the N or D institutions. To achieve success, two out of the three goals needed to be met. Ten of the 11 N or Ds met their preponderance of evidence goals.

EXTENDED-YEAR PROGRAMS

Chapter 1 schools in AISD utilized several methods of extending the regular-calendar year in 1994-95. These methods included extended-day, year-round school intersessions, and summer school. These programs represent different ways of offering supplementary educational opportunities to students who need extra instructional time.

EXTENDED-DAY

Sixty-four students in grades 1-5 were served by the extended-day program at Reilly Elementary School. Students designated at risk received instruction in reading, mathematics, and writing twice a week for an additional 90 minutes of instruction. These students were designated at-risk on the basis of grades, test scores, and teacher referrals. The 1994-95 school year was Reilly's second year of implementation.

In 1993-94, none of the 11 students taking the TAAS tests passed all tests taken. More students (n=33) took the TAAS in 1994-95; the percent passing all tests was 14% in grade 3, 23% in grade 4, and 23% in grade 5.

YEAR-ROUND SCHOOL INTERSESSIONS

Seven elementary schools, Maplewood, Metz, Ortega, Sanchez, St. Elmo, Widen, and Winn, participated in the year-round school program. In this program, the school year revolves around an approximate 60/20 schedule (60 days in school and 20 days out) in contrast to nine months of school with the summer off. The breaks between the 60-day sessions are called intersessions. In 1994-95, Chapter 1 students falling behind in achievement were provided supplementary instruction during these intersessions.

For six of the elementary schools, 1994-95 was the implementation year. Sanchez, AISD's year-round school prototype, implemented the program in 1992-93 as a three-year pilot program. (See ORE Publication 93.25, *Interim Report: Chapter 1 Intersession Programs*, for more 1992-93 data.) In 1994-95, Sanchez was in the third year of the pilot program and was included in the group analyses in this report.

All seven of the year-round elementary schools held intersessions in November and March of 1994-95. Five of the schools, Metz, Ortega, Sanchez, Widen, and Winn, were funded solely by Chapter 1 and AISD allocations. The other two, Maplewood and St. Elmo, were funded primarily by Chapter 2 and AISD.

Expenses to the District for intersessions included the salary and benefits for an administrator, transportation of special education students, and costs specific to the schools. Chapter 1 expenses included salary and benefits for teachers, clerks, and custodians during intersession, and hourly pay and benefits for teachers who developed curriculum for intersessions. Chapter 1 provided emergency funds when budgetary omissions, such as custodial services and FICA, were discovered.

EVALUATION PROCESS AND GENERAL DATA

The evaluation plan was developed by the Department of Performance Audit and Evaluation, formerly ORE. To determine the effectiveness of the year-round program, data for year-round students, for regular-calendar Chapter 1 students, and for students districtwide were analyzed.

As presented in Table 11, low-income status and gender were similar for year-round students and regular-calendar Chapter 1 students. However, ethnicity and limited English proficiency varied by 6 and 12 percentage points, respectively.

Results presented in Table 12 indicate that year-round students surpassed regular-calendar Chapter 1 students and students districtwide in attendance in 1993-94 and 1994-95. Until the spring of 1995, the percentage of discipline incidents had been the same as or less than the regular-calendar Chapter 1 students and the District. The percentage of discipline incidents for year-round students has increased since the implementation year to the high of 0.3 in spring of 1995.

Table 11: Demographics for Year-Round and Regular-Calendar Chapter 1 Students, 1994-95

Demographics	*Year-Round Students*	*Regular-Calendar Students*
Number of students	1,617	16,110
% Low Income	87%	86%
% Minority	92%	86%
% Female	49%	49%
% Limited English Proficient	14%	26%

Table 12: Attendance and Discipline for Year-Round and Regular-Calendar Chapter 1 Students, and Students Districtwide, 1994-95

Year	*Attendance*			*Discipline*		
	%Year-Round	*%Regular*	*%AISD*	*%Year Round*	*%Regular*	*%AISD*
Fall 1993	96.1	95.4	95.9	0.0	0.0	0.0
Spring 1994	96.0	95.1	95.8	0.0	0.2	0.1
Fall 1994	96.6	96.1	96.6	0.2	0.3	0.2
Spring 1995	95.5	94.7	95.4	0.3	0.1	0.1

ACHIEVEMENT DATA

Achievement data for year-round students and regular-calendar students are presented in Figures 14-16. TAAS results were available for grade 6 students at Maplewood, Metz and Sanchez, only. Figure 14 shows that year-round students had a higher percentage passing TAAS Mathematics than regular-calendar students at all grades except grade 6. Figure 15 indicates that year-round students surpassed regular-calendar students in TAAS Reading at grades 3 and 5 only.

Figure 14: Percentage of Intersession Students, Other Chapter 1 Students, and Students Districtwide that Passed TAAS Mathematics in 1994-95

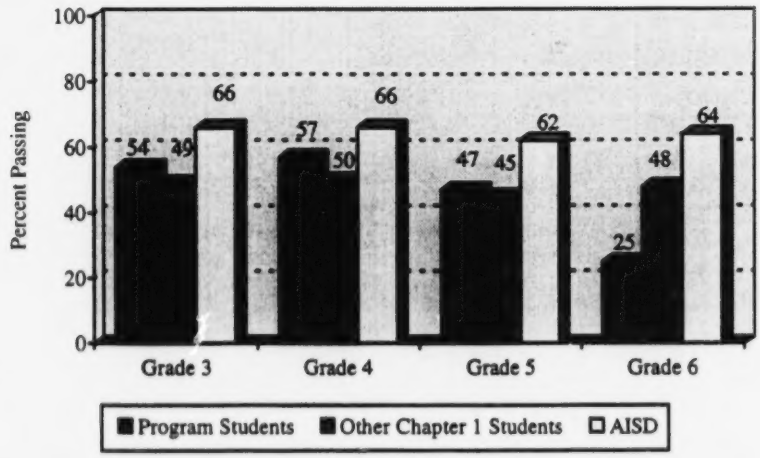
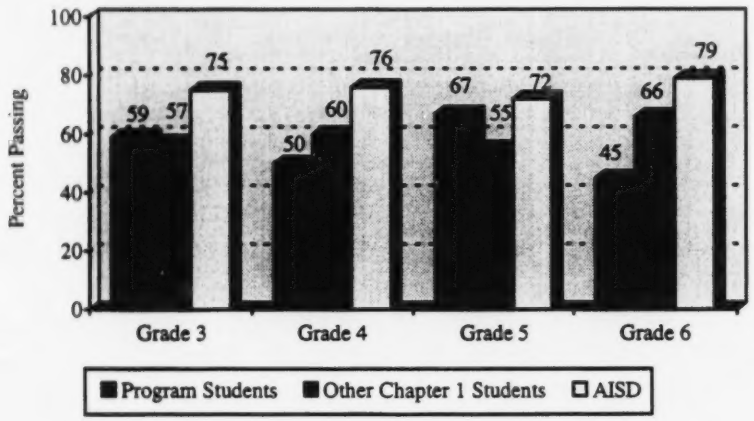


Figure 15: Percentage of Intersession Students, Other Chapter 1 Students, and Students Districtwide that Passed TAAS Reading in 1994-95

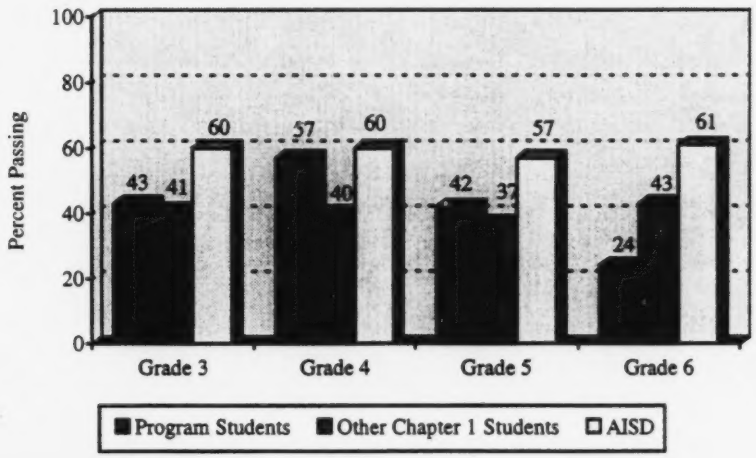


The TAAS Writing test was taken by grade 4 students only. The results are included with percentage passing all tests taken in Figure 16. The 1994-95 Grade 4 TAAS Writing test was passed by:

- 59% of year-round students;
- 71% of regular-calendar Chapter 1 students; and
- 82% of AISD students.

These percentages show that year-round students fell behind regular-calendar and District students in the percent passing TAAS Writing. However, year-round schools had fewer instructional days than regular-calendar schools before taking TAAS Writing. In Figure 16, the percent of students passing all TAAS tests taken is presented. Year-round students performed better than regular-calendar Chapter 1 students at all grade levels except grade 6.

Figure 16: Percentage of Intersession Students, Other Chapter 1 Students, and Students Districtwide that Passed All Tests Taken in 1994-95



PROGRAM EFFECTIVENESS

Students served by intersession (year-round students) fared better than other Chapter 1 students at all grades in attendance rate and at all grades except grade 6 in percentage passing TAAS. Both intersession and regular-calendar students fared worse than the District on percentage passing TAAS at grade 6.

CHAPTER 1 SUMMER SCHOOL

In 1994, one N or D institution and 11 elementary schools held one or more summer sessions in four-week increments between June 6 and July 30. The sessions were customized by each participating school or institution to serve students who were designated at-risk of academic failure because of low standardized test scores. Summer school was a part of the Chapter 1 supplementary instructional program. The majority of classes fell into the reading and mathematics categories; however, some schools offered enrichment classes such as technology/computer usage, creative writing, and phonics.

To investigate the effectiveness of the Chapter 1 summer school program, achievement, promotion, and attendance data for summer school students were analyzed alone and were also compared with data for students at Chapter 1 schools without summer schools, with District norms, and with national norms.

Because Gardner-Betts Juvenile Justice Center, an N or D institution, is prohibited by law from releasing names of the residents, measurement of the summer program's effectiveness was impossible in the traditional sense. In compliance with the Privacy Act, the Department of Performance Audit and Evaluation requested numerical and descriptive data only from Gardner-Betts.

Evaluation Process and General Data

Review of records from the Department of State and Federal Programs, of class rosters, and of results of data analyses produced the following summer school information:

- Four hundred and thirty-one students in grades K-6 attended Chapter-1 funded summer school at eleven elementary schools;
- Eighty-seven percent of the students were low income;
- Forty-eight percent were females; and
- Eighteen percent of the students were limited English proficient (LEP), 10% were overage for their grade, and 16% were students with disabilities.

Review of the Gardner-Betts service report form provided the following information:

- Gardner-Betts provided in-house instruction to the residents in mathematics, science, and reading comprehension. The City of Austin sponsored health classes once a week.
- Two hundred and seventy-five residents were served during the June 6-July 29 period. Ninety percent of those residents were male, 54% were enrolled in AISD during the 1993-94 school year, and 15% came from home districts other than AISD.
- Forty-five percent of the residents were Hispanic, 38% were African American, and 17% were White.

Gardner-Betts uses informal methods to assess students' needs (staff listen to residents read and conduct interviews at the time of entry). Ongoing informal assessment is used to monitor progress until students exit the institution. Exit time is left to the court's discretion.

Chapter 1 Achievement Data and Program Effectiveness

Because in 1993-94 the ITBS was administered districtwide in grades 1, 2, 3, 5, and 8, pre- and posttest scores for the *Iowa Tests of Basic Skills* (ITBS) were available for inclusion in the following analyses (Tables 13 and 14). These scores will be limited in future reports.

Table 13: ITBS and TAAS Results for 1994 Chapter 1 Students Who Attended Summer School in 1994

	ITBS Median %ile			*% TAAS Passing*			
Grade	**Read**	**Math**	**Comp**	**Read**	**Math**	**Writing**	**All Tests**
1	28	23	50	n/a	n/a	n/a	n/a
2	32	32	28	n/a	n/a	n/a	n/a
3	15	29	24	35	26	n/a	22
4	14	33	19	34	29	53	18
5	14	27	20	46	19	n/a	21
6	17	17	21	29	0	n/a	0

Table 14: ITBS and TAAS Results for Chapter 1 Students
Who Did Not Attend Summer School in 1994

	ITBS Median Cole			*% TAAS Passing*			
Grade	**Read**	**Math**	**Comp**	**Read**	**Math**	**Writing**	**All Tests**
1	42	48	48	n/a	n/a	n/a	n/a
2	41	32	35	n/a	n/a	n/a	n/a
3	33	41	41	57	47	n/a	40
4	34	49	40	59	48	70	45
5	31	43	36	55	44	n/a	37
6	32	38	43	51	30	n/a	24

Results presented in Table 13 indicate that summer school students met or exceeded the 1993-94 minimum achievement requirements for Chapter 1 students which stated that the following gains or passing rates were acceptable:

- Any positive NCE gain in Reading Comprehension (ITBS/NAPT);
- Any positive NCE gain in Mathematics Problem Solving (ITBS/NAPT); and
- An 18% passing rate in TAAS Reading in grade 4. (See the Chapter 1/Migrant report, ORE Publication Number 93.03, for additional information on 1993-94 minimum requirements.)

Summer school students' ITBS median percentile scores were below the national norm, and their percent passing TAAS was lower than the percentage for the District in Mathematics, Reading, Writing, and All Tests Taken. Also, summer school students had higher discipline and retention rates than the other Chapter 1 students or the District.

Although summer school students fell behind other Chapter 1 students in achievement at all grade levels except grade 2, both groups exceeded the minimum requirements for Chapter 1 students. Grade 6 is excluded from the comparison because there were no grade 6 students registered for the 1994 summer school sessions.

OTHER CHAPTER 1 PROGRAMS

In 1994-95, Chapter 1 schools used funds in various ways to improve student achievement. The principals and staff of the Chapter 1 schools worked together to find interventions that fit the specific needs of their students. In addition to lowering the pupil-teacher ratio and offering full-day pre-K, interventions included instituting computer labs, special reading instruction programs, summer school, intersessions at year-round schools, mentoring programs, and many others.

The demographics of the students served by these programs in 1994-95 were similar to the demographics of those served in 1993-94 (grade, gender, ethnicity, low income, and LEP). The accountability measure common to these programs in 1994-95 was the TAAS in grades 3-6. However, Reading Recovery students were in grade 1 and, therefore, did not take TAAS. Overall, the percentage of students who were served by the following programs and who passed all TAAS tests taken was higher in 1994-95 than 1993-94.

CONTENT MASTERY

The Content Mastery program was designed to assist learning disabled students in achieving their maximum potential in the mainstream classroom. Content Mastery uses a collaborative approach in which special education teachers work with general education teachers to match the demands of the class with the skills of the student. Students are identified for Content Mastery through teacher recommendation and diagnostic testing.

Students served by Content Mastery received grade-level instruction and assignments in the regular classroom, and went to the Content Mastery lab for help with classroom work, if needed. The format of the assignment was modified (large print, shortened length, etc.) to meet the child's special needs while retaining the content of the instruction. Computers were sometimes used as a teaching tool.

Content Mastery served 792 students at six elementary campuses in 1994-95. The schools offering Content Mastery to Chapter 1 students were Allan, Andrews, Dawson, Harris, Walnut Creek, and Wooldridge. While the percentage of students passing all tests taken remained the same from 1993-94 to 1994-95 for grade 3 and 4 students, the percentage passing for grade 5 students improved from 11% in 1993-94 to 29% in 1994-95.

HELP ONE STUDENT TO SUCCEED (HOSTS)

Help One Student To Succeed (HOSTS) is a structured mentoring program in which volunteers tutor grade 2 through 5 students in language arts. Students are selected for HOSTS through standardized test scores (below the 45th percentile in reading), a teacher-administered test, and teacher recommendation, on a space available basis. Volunteers, recruited by the HOSTS coordinator, met with students on the same day each week throughout the year for 30 minutes to an hour, in order to establish a continuing relationship with their students.

The HOSTS program coordinator conducted educational testing and wrote individual lesson plans for the students. Volunteers were then able to assist students using the instructional plan. In 1994-95, the HOSTS program served 337 students in grades 2-5 at Barrington, Dawson, Harris, Ortega, and Zavala; 1994-95 was the implementation year for Barrington and Harris.

For grade 4 students served, percentage passing all TAAS tests taken increased from 0% in 1993-94 to 35% in 1994-95. This was the first year for grade 5 students to participate in HOSTS; 25% of grade 5 students served passed all TAAS tests taken. Eighteen percent of grade 3 students served by HOSTS passed all TAAS tests taken.

HIGHER ORDER THINKING SKILLS (HOTS)

Higher Order Thinking Skills (HOTS) is a general thinking skills program designed primarily for Chapter 1 and for mildly learning disabled students in grades 4-7. The program strives to enhance basic skills and social interaction skills. HOTS represents a new approach to compensatory education. Instead of reteaching the information that students have not previously learned, HOTS encourages the development of thinking strategies that students need in order to learn new material when it is first taught in the classroom.

Harris Elementary served 55 Chapter 1 students with the HOTS program in 1994-95. This was their third year of implementation. The percentage of grade 4 students who passed all tests taken increased from 8% in 1993-94 to 11% in 1994-95, and the percentage of grade 5 students increased from 13% to 27%.

INTEGRATED LEARNING SYSTEM (ILS)

An integrated learning system (ILS) is a computer system that provides instruction in several subject areas and practice problems covering a multiple-year curriculum. The two major ILSs used in AISD in 1994-95 were the Computer Curriculum Corporation (CCC) system and the Jostens Learning system.

There were 14 Chapter 1 schools that used CCC and Jostens in 1994-95. Eleven of the schools (Allison, Barrington, Brooke, Jordan, Linder, Norman, Oak Springs, Pecan Springs, Winn, Wooldridge, and Wooten) served over 1,700 students with the CCC system. Three Chapter 1 schools (Govalle, Houston, and Sims) used the Jostens system.

TAAS percentage passing for Jostens program students increased in grade 4 only (from 21% passing all tests taken in 1993-94 to 22% passing in 1994-95). TAAS percentage passing for grade 5 students decreased from 45% passing all tests taken in 1993-94 to 7% passing in 1994-95. Fewer schools participated in the Jostens Learning system in 1994-95.

CCC students made the following gains in percentage of students passing all tests taken from 1993-94 to 1994-95: grade 3 increased from 28% to 46%; grade 4 increased from 26% to 45%; and grade 5 increased from 30% to 40%.

READING RECOVERY

The Reading Recovery program is an early intervention effort to reach first-grade students (the lowest 20% for a classroom in reading skills) who are having difficulty learning to read. Students meet daily in a one-to-one session with a specially trained teacher for approximately 12-20 weeks. The goal of the program is for children to develop effective reading and writing strategies in order to work within an average group setting in their regular classroom.

Reading Recovery was in the second year of implementation in AISD in 1994-95. Twenty-three Chapter 1 schools and four Chapter 2 schools offered the Reading Recovery program to over 300 first grade students. The Spanish version of Reading Recovery, *Descubriendo la*

Lectura, was offered at seven schools (Allison, Andrews, Brooke, Harris, Linder, Ridgetop, and Widen).

For a complete report on the 1993-94 Reading Recovery program, see AISD's Department of Performance Audit and Evaluation, Publication Number 94.06, entitled *Reading Recovery in AISD*. A thorough evaluation of the program is planned for 1996-97. For more information on the 1994-95 AISD Reading Recovery program, refer to the site report published by the local Reading Recovery teacher leaders.

SUPPLEMENTAL READING INSTRUCTION (LITERACY GROUPS)

Almost 1,000 students were served by supplemental reading instruction at 14 Chapter 1 schools. Students were identified for Chapter 1 service by scoring at or below the 30th percentile in reading comprehension on a norm-referenced test or by teacher recommendation. Supplemental reading instruction was conducted in literacy groups taught by Chapter 1 teachers in a pull-out or in a classroom setting. Many of the Chapter 1 teachers taught Reading Recovery to grade 1 students for half of the day, and then taught literacy groups to students from other grades for the rest of the day.

TAAS percentage passing for all grades served by supplementary instruction increased from 1993-94 to 1994-95. The percentage passing all tests taken improved in grade 3 from 13% in 1993-94 to 22% in 1994-95; in grade 4, the percentage passing improved from 6% to 22%; and in grade 5, the percentage passing improved from 13% to 20%.

STUDENT PROGRESS AND ACHIEVEMENT

STUDENT PROGRESS AND ACHIEVEMENT

In the 1994-95 school year, the District's application for ESEA Chapter 1 funds specified individualized progress requirements for each Chapter 1 school. The individualized requirements were based on the 1993-94 historical data for a school plus the desired outcome for all Chapter 1 schools, in each applicable criterion area. Criteria for the 1994-95 school year included: promotion, attendance, percentage of students making a gain of at least five standard score points from pretest to posttest on the *Peabody Picture Vocabulary Test-Revised* (PPVT-R), and percentage of students passing the *Texas Assessment of Academic Skills* (TAAS). Some criteria were applicable to certain schools only; for example, the PPVT-R gains were required only of schools with a pre-K program.

Due to reauthorization of the Title 1 ESEA Grant, the criteria with which the District began the 1994-95 school year applied only to schools in the third year of the program improvement process. Therefore, although achievement data will be reported for each Chapter 1 school, failure to meet criteria would have affected only the standing of Chapter 1 schools in their third year of program improvement. However, the two schools that were in the third year of the improvement process met the criteria required by TEA. Therefore, none of the Title I schools will be in program improvement during the first year of implementation of the reauthorized Title I program.

ACHIEVEMENT DATA BY SCHOOL

In Tables 15 through 47, historical data, individualized requirements, and current data are presented for each Chapter 1 school. Campus data are presented individually for all Chapter 1 schools except the N or Ds, then results are presented and discussed by criterion area. As specified in the Chapter 1 application for the 1994-95 school year, pre-K data are excluded from the calculation of promotion and attendance rates.

Table 15: Progress and Achievement Data for Allan Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	91%	92%	89%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	65%	70%	77%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	20%	30%	46%
Math Problem Solving	13%	24%	44%

Table 16: Progress and Achievement Data for Allison Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	93%	94%	99%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	68%	77%	52%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	31%	39%	57%
Math Problem Solving	23%	33%	50%

Table 17: Progress and Achievement Data for Andrews Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	95%	96%	99%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	60%	66%	73%
Grade 3-5 (% passing)			
TAAS Reading Comprehension	27%	36%	63%

Table 18: Progress and Achievement Data for Barrington Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	93%	94%	97%
Attendance	96%	97%	97%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	66%	71%	76%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	52%	58%	73%

Table 19: Progress and Achievement Data for Becker Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	82%	85%	94%
Attendance	95%	96%	95%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	62%	67%	79%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	33%	41%	67%
Math Problem Solving	18%	28%	51%

Table 20: Progress and Achievement Data for Blackshear Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	81%	84%	93%
Attendance	94%	95%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	87%	89%	83%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	14%	25%	37%
Math Problem Solving	11%	22%	26%

Table 21: Progress and Achievement Data for Blanton Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	98%	100%	100%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	66%	71%	63%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	24%	34%	51%

Table 22: Progress and Achievement Data for Brooke Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	92%	93%	92%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	70%	75%	79%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	44%	51%	67%
Math Problem Solving	30%	39%	51%

Table 23: Progress and Achievement Data for Brown Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	93%	99%	100%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	53%	60%	74%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	17%	27%	69%

Table 24: Progress and Achievement Data for Campbell Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	66%	71%	96%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	77%	80%	88%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	30%	39%	51%
Math Problem Solving	28%	37%	50%

Table 25: Progress and Achievement Data for Dawson Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	87%	89%	90%
Attendance	95%	96%	95%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	47%	55%	71%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	36%	44%	67%

Table 26: Progress and Achievement Data for Galindo Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	89%	91%	100%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	66%	71%	76%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	n/a*	30%	64%

*Galindo was not a Chapter 1 SWP in 1993-94.

Table 27: Progress and Achievement Data for Govalle Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	88%	90%	90%
Attendance	94%	95%	95%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	65%	70%	68%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	23%	33%	56%
Math Problem Solving	14%	25%	46%

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Table 28: Progress and Achievement Data for Harris Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	97%	98%	99%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	69%	74%	73%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	15%	26%	49%

Table 29: Progress and Achievement Data for Houston Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	99%	100%	100%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	75%	79%	55%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	36%	44%	73%

Table 30: Progress and Achievement Data for Jordan Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	97%	98%	92%
Attendance	95%	96%	95%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	66%	71%	63%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	25%	34%	48%

Table 31: Progress and Achievement Data for Langford Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	90%	94%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	66%	71%	88%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	n/a*	30%	51%

*Chapter 1 did not serve grades 3-5 at Langford in 1993-94.

Table 32: Progress and Achievement Data for Linder Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	90%	91%	96%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	57%	63%	88%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	48%	54%	51%
Math Problem Solving	25%	34%	50%

Table 33: Progress and Achievement Data for Metz Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	87%	89%	96%
Attendance	97%	98%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	71%	75%	53%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	17%	27%	57%
Math Problem Solving	9%	21%	42%

Table 34: Progress and Achievement Data for Norman Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	95%	96%	93%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	77%	80%	63%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	15%	26%	41%
Math Problem Solving	0%	13%	45%

Table 35: Progress and Achievement Data for Oak Springs Elementary School

	Historical Data	Individualized Requirement	1994-95 Data
All Grades			
Promotion	69%	73%	76%
Attendance	95%	96%	95%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	59%	65%	69%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	17%	27%	40%
Math Problem Solving	9%	21%	28%

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Table 36: Progress and Achievement Data for Ortega Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	77%	80%	87%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	75%	79%	68%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	47%	53%	71%
Math Problem Solving	40%	47%	49%

Table 37: Progress and Achievement Data for Pecan Springs Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	86%	88%	95%
Attendance	95%	96%	95%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	50%	57%	72%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	33%	41%	57%
Math Problem Solving	19%	29%	44%

Table 38: Progress and Achievement Data for Reilly Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	96%	97%	98%
Attendance	94%	95%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	63%	68%	89%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	15%	26%	51%

Table 39: Progress and Achievement Data for Ridgetop Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	92%	94%	100%
Attendance	96%	97%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	60%	64%	82%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	60%	66%	76%

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Table 40: Progress and Achievement Data for Sanchez Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	88%	90%	98%
Attendance	94%	95%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	74%	78%	69%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	24%	33%	74%
Math Problem Solving	22%	32%	56%

Table 41: Progress and Achievement Data for Sims Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	82%	85%	91%
Attendance	95%	96%	95%
re-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test)	41%	49%	77%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	26%	35%	32%
Math Problem Solving	5%	17%	23%

Table 42: Progress and Achievement Data for Walnut Creek Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	98%	99%	99%
Attendance	96%	97%	97%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	88%	90%	67%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	24%	33%	74%

Table 43: Progress and Achievement Data for Widen Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	97%	98%	98%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	46%	54%	35%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	18%	29%	61%

Table 44: Progress and Achievement Data for Winn Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	93%	94%	100%
Attendance	95%	96%	96%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	75%	79%	77%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	33%	41%	67%

Table 45: Progress and Achievement Data for Wooldridge Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	88%	90%	96%
Attendance	95%	96%	97%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	66%	71%	68%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	23%	33%	66%

Table 46: Progress and Achievement Data for Wooten Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	85%	87%	96%
Attendance	95%	96%	95%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	44%	52%	67%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	24%	33%	67%

Table 47: Progress and Achievement Data for Zavala Elementary School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
All Grades			
Promotion	90%	91%	91%
Attendance	96%	97%	98%
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	83%	85%	83%
Grade 3-5 TAAS (% passing)			
Reading Comprehension	60%	64%	81%
Math Problem Solving	48%	54%	68%

Achievement Data For Nonpublic Schools

St. Mary's was the only private school that served Chapter 1 students in 1994-95. Staff at Sacred Heart planned to serve Chapter 1 students during 1994-95, but was unable to because ordered materials were late in arriving at the school. Sacred Heart will serve Title I students in 1995-96. In Table 48, the percentage of students at each grade level who made the gains required to meet individualized requirements is presented. At St. Mary's, the PPVT-R was used in pre-K and the *Comprehensive Test of Basic Skills* (CTBS) was used from grades 1 through 8 to evaluate the effectiveness of the private school's use of funds.

Table 48: Achievement Data for St. Mary's Private School

	Historical Data	*Individualized Requirement*	*1994-95 Data*
Pre-Kindergarten (% with a 5.0 gain)			
Peabody Picture Vocabulary Test	23%	34%	100%
Grade 1-8 CTBS (% with a 2.0 gain)			
Reading Comprehension	27%	37%	80%
Math Problem Solving	17%	29%	67%

ACHIEVEMENT DATA BY CRITERION AREA

In Figure 17, results of spring 1995 TAAS testing for Chapter 1 schools, for non-Chapter 1 schools, and for the District are compared. A lower percentage of students at Chapter 1 schools passed the reading and mathematics sections of TAAS than students at the non-Chapter 1 schools or throughout the District. However, as presented in Figure 18, a greater percentage of students at Chapter 1 schools passed TAAS Reading and TAAS Mathematics in 1994-95 than in 1993-94. Although the percentage of Chapter 1 students passing TAAS Mathematics was relatively low when compared with the percentage passing for the other groups, mathematics gains for Chapter 1 students were particularly substantial from 1993-94 to 1994-95.

Figure 17: Percentage of Chapter 1 Students, Non-Chapter 1 Students, and Students Districtwide that Passed TAAS Reading and Mathematics in 1994-95

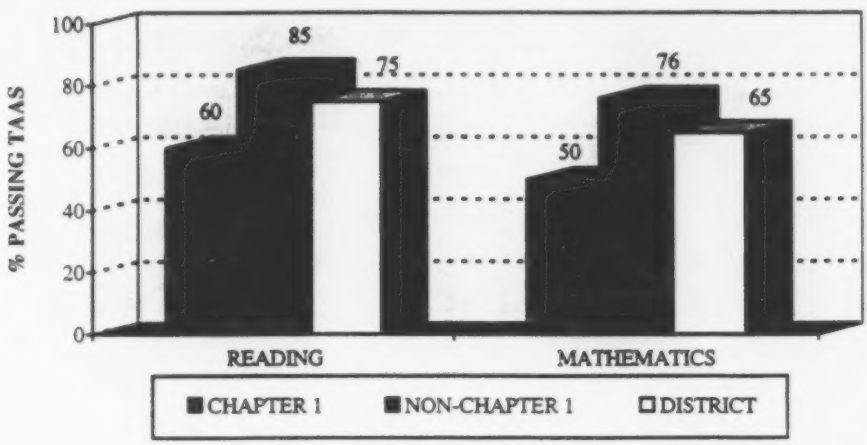
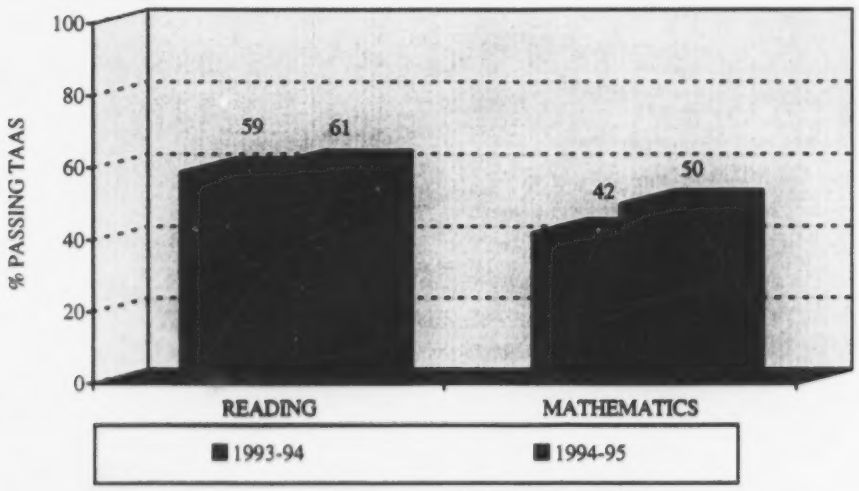
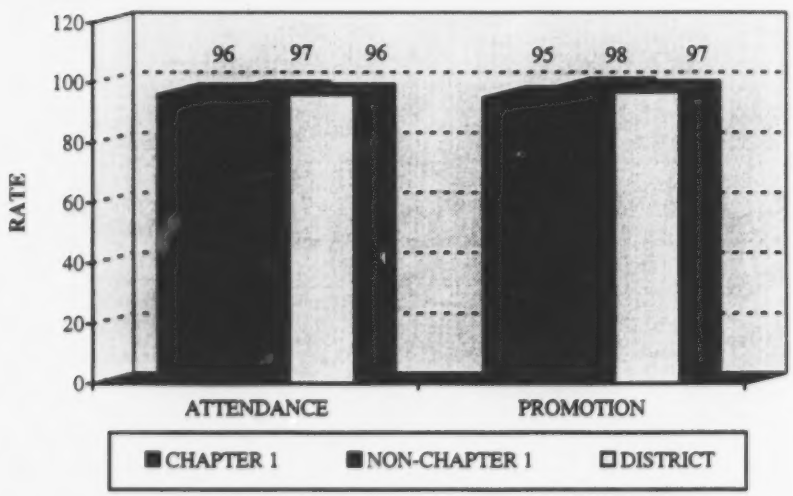


Figure 18: Percentage of Students Passing TAAS at Chapter 1 Schools in 1993-94 and 1994-95



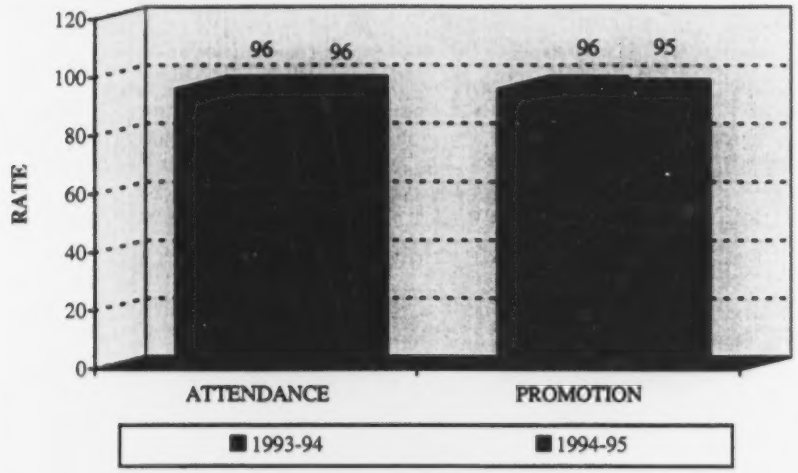
Attendance and promotion rates for Chapter 1 students, for non-Chapter 1 students, and for students districtwide are presented in Figure 19. The attendance rate was approximately the same for all groups. However, the rate of promotion was slightly lower for Chapter 1 students than for students in the other two groups.

Figure 19: Attendance and Promotion Rates for Chapter 1 Students, Non-Chapter 1 Students, and Students Districtwide; 1994-95



In Figure 20, the promotion rate and the attendance rate for Chapter 1 students in 1993-94 and in 1994-95 are compared; the rates are fairly consistent across years with a slight drop in attendance in 1994-95.

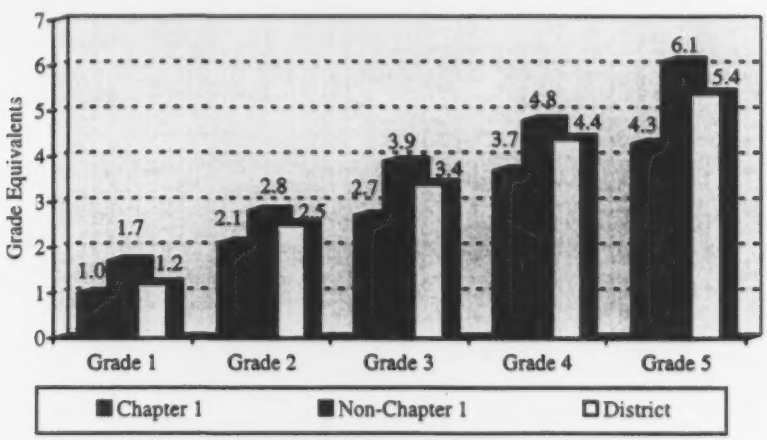
Figure 20: Attendance and Promotion Rates for Chapter 1 Students; 1993-94 and 1994-95



ITBS DATA

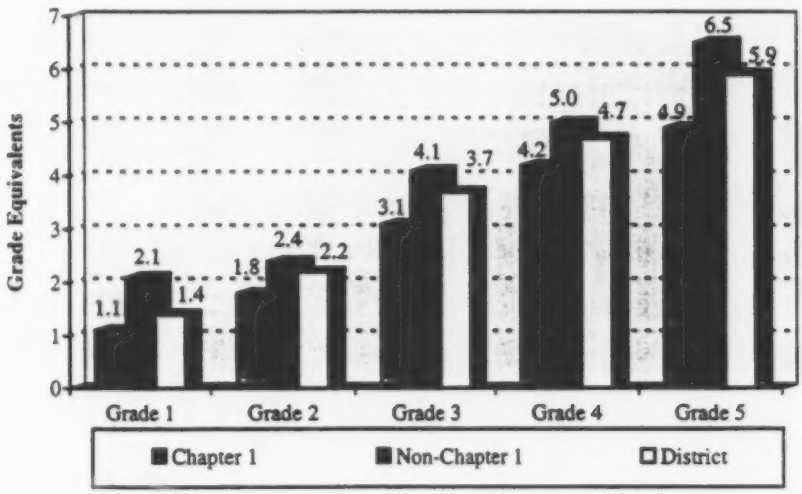
The *Iowa Tests of Basic Skills* (ITBS) were administered in the fall of the 1994-95 school year to a sample of students in grade 1, and to all students in grades 2, 3, and 5. ITBS testing was not a criteria for Chapter 1 evaluation; therefore, ITBS results are presented separately in this section. In Figures 21 and 22, mean grade equivalents for Chapter 1 students, for non Chapter 1 students, and for students districtwide are presented. Students at Chapter 1 schools had lower mean grade equivalents than students at non-Chapter 1 schools and students districtwide at each grade level on the reading and mathematics sections of the ITBS. ITBS testing in 1994-95 took place in October, the second month of school. To be on grade level, students had to score at their grade level plus two months. In Figure 21, mean grade equivalents for the ITBS Reading Total are presented; Chapter 1 students scored below grade level at each grade.

Figure 21: Mean Grade Equivalent Scores on the ITBS Reading Total for Chapter 1 Students, Non-Chapter 1 Students, and Students Districtwide; 1994-95



In Figure 22, mean grade equivalents for the ITBS Mathematics Total are presented. Chapter 1 students were below grade level at every grade except grade 4. Although Chapter 1 students scored below the national norm and below the District, they may have made gains from previous years. Unfortunately, calculation of gains from 1993-94 to 1994-95 was not possible due to the change in the ITBS testing schedule from spring to fall.

Figure 22: Mean Grade Equivalent Scores on the ITBS Mathematics Total for Chapter 1 Students, Non-Chapter 1 Students, and Students Districtwide; 1994-95



Mean grade equivalents for the ITBS Reading and Mathematics Totals for each Chapter 1 school are presented in Table 49. As stated previously, the ITBS was not given to every student. Empty cells in the table indicate these missing data.

Table 49: ITBS Mathematics and Reading Total Grade Equivalents for Chapter 1 Schools, Fall 1994

School	Reading Total by Grade					Math Total by Grade				
	1	2	3	4	5	1	2	3	4	5
Allan		2.0	2.3		4.0		1.8	2.7		4.8
Allison		1.9	2.7		4.0		1.9	3.3		4.6
Andrews		2.3	2.7	3.7	4.6		1.7	3.0	4.0	5.2
Barrington	1.0	2.2	3.0	4.1	4.6	1.0	2.1	3.2	4.4	5.0
Becker	1.0	2.1	2.9	3.3	4.3	1.0	1.5	3.0	3.9	4.9
Blackshear	0.7	2.4	2.1		4.0	1.1	2.0	2.4		4.2
Blanton		1.9	2.8	3.3	4.2		1.5	3.1	4.6	4.5
Brooke		1.9	2.8		4.2		1.8	3.2		5.0
Brown		2.1	2.8		4.2		1.8	3.1		4.7
Campbell	1.0	2.1	2.5	3.2	3.4	1.3	2.0	2.8	4.0	4.4
Dawson		2.3	2.9		4.3		1.7	3.0		4.6
Galindo	1.3	2.5	2.9		4.6	1.1	2.0	3.3		5.4
Govalle		2.2	2.5		3.8		1.5	2.9		4.3
Harris		1.9	2.5		3.9		1.5	2.5		4.4
Houston	0.7	1.9	2.9		4.6	1.0	1.6	3.1		4.9
Jordan		1.6	1.9		3.3		1.4	2.2		3.9
Langford		2.2	3.0		4.1		1.8	3.4		4.5
Linder		2.0	2.9	2.1	4.2		1.7	3.2	2.6	4.8
Metz		1.7	2.5		4.6		1.6	2.7		5.1
Norman		1.9	2.9		3.7		1.6	3.1		4.4
Oak Springs		1.9	2.7	2.0	3.9		1.6	3.1	3.3	4.4
Ortega		2.3	2.8	3.5	4.7		1.8	3.1	4.2	5.3
Pecan Springs		1.8	2.7		4.5		1.6	3.1		5.4
Reilly		2.3	3.2	4.2	5.1		2.2	3.4	4.3	5.1
Ridgetop		2.3	4.3	3.9	4.7	1.5	2.2	3.8	4.5	4.7
Sanchez		2.3	2.8		4.5		1.9	3.4		5.6
Sims		2.2	2.3		4.2		1.9	2.9		5.1
Walnut Creek		2.1	3.0		4.5		2.0	3.3		5.0
Widen		1.9	2.7		4.3		1.8	2.9		4.9
Winn	1.4	2.2	2.7		4.2	1.1	1.9	3.1		5.1
Wooldridge		2.3	2.8	6.2	4.8		1.9	3.1		5.7
Wooten		2.4	3.1		5.1		1.9	3.5		5.4
Zavala		2.5	3.0		3.9		1.8	3.8		4.6

Again, these data are difficult to comment upon because appropriate pre- and posttest comparison data are not available. Gain scores cannot be computed, and the District comparison cannot address improvement at the campus level.

CONCLUSIONS

Overall, Chapter 1 campuses fell behind other campuses in student achievement. However, when gains could be calculated, the results indicated that the majority of the students at Chapter 1 campuses made gains in student achievement from 1993-94 to 1994-95. In addition, all of the Chapter 1 campuses were moved out of the campus improvement process and will enter reauthorization with a clean slate in 1995-96.

CHAPTER 1 MIGRANT OVERVIEW

CHAPTER 1 MIGRANT SERVICE

The Migrant Program is a federally funded program that provides supplementary services to eligible migrant students in grades pre-K through 12. In 1994-95 and in previous years, children of migrant agricultural workers or fishermen were eligible for the program for a period of six years after a qualifying move for securing work.

The main components of the Migrant Education Program in 1994-95 included:

- Supplementary Instruction,
- Parental Involvement,
- Migrant Student Record Transfer System (MSRTS), and
- Health Services.

To determine the effectiveness of the supplementary instructional component, achievement, attendance, and discipline data were analyzed. Data for Chapter 1 Migrant students receiving supplementary instructional service, data for Chapter 1 Migrant students not receiving supplementary instructional services, and data for students districtwide were compared.

PROGRAM INFORMATION AND EVALUATION

Chapter 1 Migrant students received regular or supplementary instructional service in the following manner:

- One hundred and one migrant students in grades 6-12 were served by the Chapter 1 Migrant Supplementary Reading Instructional Tutoring Program;
- Ninety-eight elementary students attended 15 Chapter 1 schools, formerly called Priority Schools, which provided schoolwide Chapter 1 supplementary services; and
- One hundred thirty-four elementary students attended 16 regular Chapter 1 schools.

Migrant Tutoring

The rosters of secondary migrant students receiving tutoring services, tutors' service sheets, and District files were accessed for data on achievement, attendance, discipline, hours of service, and demographic information. Review of these data indicated that a total of 468 eligible migrant students were enrolled in AISD schools. The migrant students in grades 6-12 were served by the Chapter 1 Migrant Supplementary Reading Instruction Tutoring Program. The tutoring program, implemented five years ago in schools with a large concentration of migrant students, employed six bilingual tutors in 1994-95. The six tutors provided 2,600 hours of tutorial instruction to secondary migrant students at the following schools: Fulmore, Mendez and Porter Middle Schools; Austin, Johnston, Lanier, and Travis High Schools, as well as Evening High School. Table 50 provides demographic information for tutored students.

Table 50: Demographic Information for Chapter 1 Migrant Students Receiving Tutoring Services, 1994-95

Demographics	Tutored Migrant Students # or %
# of Students	101
% Female	50
% Hispanic	99
% Middle School	33
% High School	77
% Attending Summer School	1
# Graduating High School	19

Attendance and discipline data for migrant students at the elementary level, and for tutored and non-tutored migrant students at the middle and high school levels were analyzed and compared to districtwide student performance at the same levels. The data in Table 51 indicate that:

- Migrant elementary students and elementary students districtwide had similar attendance rates.
- Middle school migrant students who received tutoring services had lower attendance rates than non-tutored students and lower attendance rates than students districtwide.
- High school migrant students who were tutored had higher attendance rates than migrant students who were not tutored.
- Migrant students had higher discipline rates than students districtwide, regardless of grade level or tutoring status.

Table 51: Elementary and Secondary Attendance and Discipline Rates for Chapter 1 Migrant Students and Students Districtwide, 1994-95

ELEMENTARY SCHOOL				
Year	Average Attendance Rate		Average Discipline Rate	
	Migrant	District	Migrant	District
Fall 1994	96.7	96.4	1.0	0.2
Spring 1995	95.2	95.3	0.5	0.1

MIDDLE SCHOOL						
Year	Average Attendance Rate			Average Discipline Rate		
	Tutored	Non-Tutored	District	Tutored	Non-Tutored	District
Fall 1994	86.8	93.3	94.3	9.1	5.9	6.8
Spring 1995	89.5	90.5	92.6	12.1	10.2	7.1

HIGH SCHOOL						
Year	Average Attendance Rate			Average Discipline Rate		
	Tutored	Non-Tutored	District	Tutored	Non-Tutored	District
Fall 1994	87.0	85.9	90.2	5.9	13.6	5.5
Spring 1995	85.6	80.8	88.6	7.4	6.8	4.6

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Achievement Data

The achievement data in Tables 52 through 54 are presented in the following groups for analyses. In Table 52, data for elementary migrant students who were not part of the group receiving tutoring service are presented. In Table 53, data for secondary migrant students who were not in the tutoring program, and data for secondary migrant students who were designated at risk and subsequently served by the tutoring program are presented.

Inspection of these tables shows:

- Fifty percent or more of the elementary migrant students passed TAAS grade 3 Reading and Mathematics, grade 4 Writing, and grade 5 Reading.
- Secondary tutored and non-tutored migrant students did poorly on TAAS tests in grades 6-8.
- Middle/Junior High School students that were tutored had slightly lower grade point averages (GPAs) than students districtwide, but had higher GPAs than non-tutored middle school migrant students.
- TAAS percentage passing increased for both tutored and non-tutored students on Exit-level tests.
- Tutored high school students had higher GPAs than non-tutored high school students, but slightly lower GPAs than students districtwide.

Table 52: Number and Percentage of Elementary Chapter 1 Migrant Students Passing TAAS, 1994-95

	Grade 3	*Grade 4*	*Grade 5*	*Grade 6*
Reading	n=20 55%	n=20 45%	n=26 50%	n=35 46%
Math	n=19 53%	n=23 35%	n=28 46%	n=37 22%
Writing	n/a n/a	n=25 60%	n/a n/a	n/a n/a

Table 53: Number and Percentage of Secondary Chapter 1 Migrant Students Passing TAAS, 1994-95

	Tutored Students				*Non-Tutored Students*			
	Grade 6	*Grade 7*	*Grade 8*	*Exit-level*	*Grade 6*	*Grade 7*	*Grade 8*	*Exit-level*
Reading	n=8 38%	n=12 33%	n=4 50%	n=29 59%	n=35 46%	n=33 39%	n=15 27%	n=18 72%
Math	n=7 43%	n=13 0%	n=4 25%	n=29 52%	n=37 22%	n=34 24%	n=13 8%	n=18 67%
Writing	n/a n/a	n/a n/a	n=3 100%	n=29 69%	n/a n/a	n/a n/a	n=15 47%	n=18 83%

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Table 54: Secondary Grade Point Averages for Chapter 1 Migrant Students, 1994-95

Year	Tutored Jr. High	Non-Tutored Jr. High	District Jr. High	Tutored H.S.	Non-Tutored H.S.	District H.S.
Fall 1994	80.5	79.5	83.5	73.1	73.1	78.9
Spring 1995	81.6	80.1	83.3	71.5	74.1	78.8

PROGRAM EFFECTIVENESS

In 1994-95, the focus of the Chapter 1 Migrant Tutoring Program was to identify and serve secondary migrant students who were at risk. Students were considered at risk if they lacked the course credits to graduate, had failed an academic class, had a low attendance rate, or had dropped out.

Exit-level TAAS data indicate that over fifty percent of the high school students who were served by tutors passed the Exit-level test. The tutored high school students had higher GPAs, lower incidents of discipline, and lower dropout rates than non-tutored migrant students at the same grade levels. These data indicate that the tutoring program is more effective for at-risk students when they are close to graduating. Although middle school migrant students who were tutored passed TAAS at a higher rate, had higher GPAs, and had lower dropout rates than non-tutored middle school students, their rates of attendance and discipline were not as encouraging.

Table 55 is a composite of demographic data for the migrant students enrolled in AISD in the 1994-95 school year.

Table 55: Demographic Information for All Chapter 1 Migrant Students, 1994-95

	Tutored Students		Non-Tutored Students		
Demographics	Middle	High	Elementary	Middle	High
# Students	33	68	205	118	44
% Low Income	85	84	96	91	75
% Minority	97	100	100	99	100
% Female	48	50	53	50	55
% LEP	21	16	56	47	11
% Overage for Grade	55	59	30	46	57
% Special Education	12	13	12	14	9
% Gifted/Talented	0	1	1	3	0
% Retainees/Dropout	12	2	1	19	4

CHAPTER 1 MIGRANT SUMMER SCHOOL

Summer school is a part of the Chapter 1 Migrant supplementary instructional program. In the summer of 1994, two secondary schools held classes between July 5 and July 29. The classes were customized to serve migrant students who were at risk of academic failure based on low standardized test scores, failure to master text book subject matter, failure to pass the TAAS, and/or poor attendance. The majority of the classes were in reading and mathematics; however, other classes such as technology/computer usage, clerical, and office management were offered. Chapter 1 Migrant provided tuition for 45 secondary migrant students. Review of the registration forms indicated that:

- Reagan High School and Pearce Middle School held summer sessions.
- Forty students took various academic courses; one grade 8 student dropped out; and the others were enrolled in the TAAS tutoring class or took a correspondence course to secure needed credit.
- Fifty-five percent of the students were female, 45 % were male.
- All students received vision, medical, and dental checkups prior to registration. Several students received follow-up vision and dental care.

PROGRAM EFFECTIVENESS

Promotion based on summer school course grades as well as graduation counts were used to determine the Chapter 1 Migrant summer program's effectiveness. The summer school programs for migrant students were found to be effective. Review of grades received at the end of summer school showed all migrant students passed the courses taken.

Of the 44 students identified as at risk: three grade 11 students passed the TAAS Exit-level test, and the other grade 11 student passed the correspondence course. These four students entered the 1994-95 school year as authentic seniors and were among the 19 migrant graduates of 1994-95. The other 40 passed the courses taken and began the 1994-95 school year with the appropriate academic requirements.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

The Migrant Student Record Transfer System (MSRTS) is a central recordkeeping system. In 1994-95, the main purpose of the staff of this migrant component, the MSRTS clerk, was to maintain current academic, health, and dental records, as well as transfer requests; and to record and submit graduation data on eligible migrant students to the local education agency (LEA).

Five years ago (1989-90), the MSRTS clerk began to create an individual graduation checklist for each secondary migrant student. Periodic review of these checklists allows the clerk and other Migrant staff to identify at-risk students and to begin application of preventative/recovery efforts.

Over the past several years, the main focus of the MSRTS clerk's operations as recordkeeper and transmitter have been:

- To quickly identify migrant students at risk of academic failure;
- To alert other migrant staff of the find; and
- To participate along with other staff in the application of preventative/recovery efforts.

Preventative/recovery efforts involving these students may include one, several, or all of the following:

- Chapter 1 Migrant supplementary instructional tutoring;
- Summer school attendance;
- Credit by examination;
- Correspondence courses;
- Special computer lab tutoring; or
- Increased home visitations (for attendance and communication purposes).

EVALUATION PROCESS AND PROGRAM EFFECTIVENESS

To investigate the component's effectiveness, Chapter 1 Migrant evaluation staff administered a questionnaire to the MSRTS clerk in the summer of 1995. Responses to the questionnaire and review of the support documents indicated that the MSRTS clerk:

- Kept eligibility, educational, and medical data; logged records and other information in a computerized, auditable file in compliance with state and local agency standards;
- Transmitted the Public Education Information Management System (PEIMS) data to TEA;
- Forwarded withdrawal and attendance information, secondary credit information, TAAS test scores, and 1995-96 recommendations for students' schedules to Region XIII, the local headquarters for migrant students;
- Handled all medical update requirements;
- Paid for minor emergencies, dental, and vision services for 59 migrant students, and acquired similar services for an additional 12 migrant students through non-Migrant funds during the 1994-95 school year;
- Paid for medical, dental , and vision services for 29 of the 49 migrant students enrolled in summer school 1995;

- Participated in preventive and recovery efforts with other Migrant staff resulting in the registration of 49 secondary students for the 1995 summer school session;
- Provided indirect support to at-risk students through participation in the State Migrant Conference, and the Governor's War on Drugs Conference; and
- Attended MSRTS in-service workshops which provided the newest information on MSRTS procedures.

In conclusion the clerk indicated that there was a perceived need for additional staff development in the New Generation System, and in preventive and recovery support services. Overall, higher percentages of tutored secondary migrant students passing the TAAS Exit-level test, higher GPAs, higher attendance rates, and lower discipline incidents all suggest that this component is an effective, supportive part of the Migrant Supplementary Instructional Tutoring Program.

PARENTAL INVOLVEMENT AND PARENT-COMMUNITY INVOLVEMENT

PARENTAL INVOLVEMENT AND PARENT-COMMUNITY INVOLVEMENT

In 1994-95, Parental Involvement and Parent-Community Involvement were overlapping components of the Chapter 1/Chapter 1 Migrant programs and AISD, with the common goal of encouraging participation of parents and community members in children's education. There are 41 schools that have one or the other component. Thirty-three are Chapter 1 elementary schools; the other eight are secondary schools not served by Chapter 1. Job descriptions and service sites prevent evaluation of the components as a single unit. Therefore, the two components will be treated separately, and merged only under Program Effectiveness.

PARENTAL INVOLVEMENT COMPONENT

Parental Involvement, whose staff consist of a Parental Involvement Specialist and Parental Involvement Representatives (PIR), will be discussed first. This component was placed under School Support Services in 1991-92 during the District's implementation of a vertical team organization. This placement resulted in an expansion of the role of the Parental Involvement Specialist, supervisor of the Parental Involvement Component, from occasional presenter to active co-leader of the Parent-Community Involvement staff. The Parent-Community Involvement component will be discussed in a separate section.

The PIRs worked with Parental Involvement Specialist and other School Support Service staff, which included visiting teachers, Adopt-A-School staff, School Community Services staff, Health Services staff, and Community Education/At-Risk staff. Originally, four Parental Involvement Representatives were assigned to campus home sites (the operational headquarters for the PIRs). The total number of PIRs assigned to campus home sites rose to six in 1994-95. Five PIRs served elementary schools, and the sixth PIR served secondary schools with high concentrations of migrant students. This organization produced the following service pattern to parent and to student populations:

- Three PIRs provided services to two elementary schools and to their home campus site;
- Two PIRs provided services to one elementary school and to their campus home site; and
- The other PIR provided services to six secondary campuses and a home campus site.

All together, the PIRs serviced 13 elementary schools and seven secondary schools. PIR staff activities included:

- Making home visits, conducting parenting workshops, assisting with early childhood education, child care and health care;
- Acting as liaisons between parents, schools, and community;
- Providing Spanish/English language translation for conferences (parent-teacher, medical staff-parent, social service staff-parent, etc.);
- Securing social services directly related to student's academic benefit, and providing follow-up services; and
- Assisting with PTA activities as well as organizing Parent Advisory Council (PAC) meetings, which were mandated in 1994-95 for school districts receiving Chapter 1 or

Chapter 1 Migrant funds. These meetings informed parents about the program, solicited their comments on the program agenda, and communicated proposed changes in the program.

In order to investigate the effectiveness of the parental involvement component, Chapter 1/ Chapter 1 Migrant staff reviewed PAC sign-in sheets, meeting minutes, telephone interview contents, and the District's Adopt-A-School records. Compilation of the documentation of the 1994-95 PAC meetings and workshops for both Chapter 1 Regular and Chapter 1 Migrant resulted in the information presented in Tables 56 and 57.

Table 56: Chapter 1 and Chapter 1 Migrant PAC Meetings by Type, Number, and Attendance; 1994-95

	Chapter 1 Regular		*Chapter 1 Migrant*	
Type	*Number*	*Attendance*	*Number*	*Attendance*
Districtwide	3	72	2	55
Orientation	0	n/a	1	18
Planning	1	21	1	33
Total	4	93	4	106

* Attendance for Chapter 1 Regular and Chapter 1 Migrant meetings contain duplications.

Table 57: Chapter 1 and Chapter 1 Migrant PAC Workshops by Number, Attendance, Topic, and Funding Source, 1994-95

# of Workshops	*# Attendance*	*Topics*	*Funding Source*
1	19	***Pre-K***	***Chapter 1***
4	70	***Family Math***	***Chapter 1***
1	141	***Parenting Conference***	***Chapter 1 & Migrant***
4	41	***Middle School Transitional***	***Chapter 1 & Migrant***
5	73	***Cara y Corazon***	***Chapter 1 Migrant***

Parental Involvement Specialist's Duties

The PAC meetings and workshop tables indicate that the Parental Involvement Specialist:

- Worked with Chapter 1 and Chapter 1 Migrant PAC presidents and parents in 23 local PAC-related meetings and workshops and one out-of-town conference;
- Hosted a series of workshops in April and May, 1995 for Spanish speaking parents and their children on family values, sexuality, and other related topics (*Cara y Corazon* workshops);
- Developed and held four Middle School Transition workshops/seminars; and
- Hosted over 100 attendees at the second annual parenting conference at Huston-Tillotson, a local college.

Activities of the Parental Involvement Specialist other than those listed in the tables included:

- Administering a staff development survey to the Parent Training Specialists and PIRs at the beginning of the school year;
- Chairing the PTSs' and PIRs' meeting in the Director's absence, making presentations, and securing guest presenters;

- Attending the Texas Parent Coordinating Conference in February 1995 with the local districtwide Chapter 1/Chapter 1 Migrant PAC president; and
- Coordinating Austin's Chapter 1/Migrant participation in and attendance of the National Coalition of Title 1/Chapter 1 Parent Conference which is a five-state (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) regional conference that was hosted in 1994-95 by Brownsville Independent School District in Brownsville, Texas. Austin's districtwide PAC president served on the steering committee and three planning committees. Four others from Austin, including the Parental Involvement Specialists, served on six steering committees. A total of 16 persons from Austin, Texas attended the conference. Six of the persons in attendance were parents, nine were PIRs or PTSs, and one was a Chapter 1/Chapter 1 Migrant evaluation staff member.

Parental Involvement Representatives' Duties

Review and tally of the PIRs records indicated that the PIRs:

- Presented at or secured presenters for 14 regular workshops, 12 Positive Parenting workshops, four math workshops, and monthly nutrition and parenting classes in a nearby apartment complex (January-May, 1995);
- Implemented computer-based adult ESL classes at three elementary schools with a total enrollment of 87 adults, and an adult computer class at another elementary school with an enrollment of 34 adults;
- Set up gardening projects at two elementary schools, funded by a shared Project Wild grant;
- Attended the conference in Brownsville, working on various committees of the conference and making presentations at the conference; and
- Attended districtwide PAC meetings. The PIR assigned to secondary schools (with high concentrations of migrant students) made presentations in Spanish and translated English presentations when needed during PAC meetings.

PARENT-COMMUNITY INVOLVEMENT COMPONENT

The Parent-Community Involvement component, which was part of the five-year Plan for Educational Excellence (1987-88 through 1992-93), was implemented in 16 low-income Chapter 1 schools in 1988-89. Parent Training Specialists were hired for these 16 Priority Schools; the PTSs reported to School Support Services. Beginning in 1992-93, one middle school opted to hire a PTS as part of its regular staff, bringing the total number to 17. By 1994-95, that number increased to 21. Staff activities of this component are the same as those of the PIRs, except for involvement in PACs.

Parent Training Specialists' Duties

Workshop sign-in sheets, meeting minutes, and telephone interviews were reviewed to compile data on the Parent Training Specialists' activities for school year 1994-95. The documentation showed the following activities:

- A total of 72 regular workshops, which consisted of activities, such as Make It-Take It, Family Math, and hygiene sessions, were attended by parents and students in grades 4 through 6. These workshops were repeated often at the request of parents;
- Ninety-seven other presentations or workshops with special appeal, such as Doughnuts for Dads, Muffins for Moms, Grandparents' Day, customized training for parents who worked with their children at home, craft classes for parents of K-2 students, classes for parents of children enrolled in after school care, continental breakfasts for parents, and the Positive Parenting series were held. Average attendance for these presentations/workshops was 17 adults;
- Twenty-one schools held health fairs. One school had over 300 persons in attendance and made $1,400 in sales of hot dogs and sodas donated by adopters for the fund-raiser. Health fair staff provided free immunizations for up to eight students at each school;
- One PTA-PTS sponsored a retreat which was attended by 12 parents; and
- Adult ESL classes at two schools continued and a link was provided between one elementary school and a middle school.

Joint Efforts of the Parental Involvement and Parent-Community Involvement Staff

The PTS participated with PIRs and other school support staff in the following joint efforts:

- Second Annual Building Parenting Partnerships held at the local college, Huston-Tillotson;
- Positive Parenting Workshops;
- Districtwide PAC meetings;
- AISD's Medicaid Reimbursement Program; and
- Meetings with Austin Interfaith, an organization of churches operating as a single stakeholder within the geographical area of AISD, that is entitled to participatory management privileges as assured in AISD's Strategic Plan (1992-1997).

Review of Adopt-A-School records showed the following community involvement with PTS and PIR schools:

- HEB was the top adopter. HEB adopted 41 schools: 13 elementary and seven secondary schools in the Parental Involvement Component, another 20 elementary schools and one secondary school in the Parent-Community Component.
- Banking institutes ranked second among adopters with 24 elementary schools; all of the elementary schools in the Parent-Community Component.
- Austin Coca Cola Bottling Company ranked third with six elementary and secondary schools;
- Sam's Club, North/South, and the Internal Revenue Services tied for fourth place with five adopted schools each.
- Golden Corral, Pepsi Cola, and Show Place Lanes tied for fifth place with four schools each.

Tables 58 and 59 show cash contributions, in-kind contributions, and number of volunteers and volunteer hours for both Chapter 1 schools and schools districtwide:

Table 58: Community Involvement: In-Kind and Cash Contributions for Schools Districtwide and Chapter 1 Schools, 1994-95

	In-Kind Contributions		*Cash*	
Grade	*District*	*Chapter 1*	*District*	*Chapter 1*
Elem.	$ 605,774	$273,257	$306,834	$210,302
Middle/Jr.High	102,989	30,723	31,151	16,486
High School	239,298	140,205	129,455	56,955
****Other***	419,857	0	594,439	0
Total	$1,367,918	$444,185	$1,061,879	$283,743

Table 59: Community Involvement: Number of Volunteers and Volunteer Hours for Schools Districtwide and Chapter 1 Schools, 1994-95

	# of Volunteers		*# of Volunteer Hours*	
Grade	*District*	*Chapter 1*	*District*	*Chapter 1*
Elem.	6,747	3,947	183,699	51,049
Middle/Jr. High	1,010	453	16,840	7,044
High School	1,416	488	25,925	9,494
****Other***	549	0	17,453	0
Total	9,722	**4,888	243,917	**67,587

* Other refers to other donor/partners such as the Alternative Learning Center, American Indian Education Project, Art Programs, Believe In Me Program, etc. (See the 1994-95 Adopt-A-School Report).

** The numbers of volunteers include parents and other community members.

To determine the monetary value of volunteer services, AISD's Adopt-A-School office assigned a numerical value of $10 as an hourly rate of pay. The following computations are based on that formula:

- Chapter 1 schools: 67,587 @$10.00 = $675,870.00 or 28% of the District's total dollar amount of hours volunteered.
- Other schools: 243,917 @$10=$2,439,170 or 72% of the total dollar amount of hours volunteered.

In Table 60, summary data for the volunteer program are provided.

Table 60: Chapter 1/Chapter 1 Migrant Community Involvement 1993-94 through 1994-95

General Data	*1993-94*	*1994-95*
Number of Adopters	200	708
Cash Contribution	$ 79,260	$283,743
In-kind Contribution	$118,232	$444,185
Number of Volunteers	1,684	4,888
Number of Volunteer Hours	29,650	67,587

Table 60 shows that the components were even more successful in their implementation efforts for 1994-95 than for 1993-94. It is expected that these components positively affect student achievement; however, a direct link between community involvement and student achievement has not been established. (See Appendix C for individual school data.)

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PRIORITY SCHOOLS

PRIORITY SCHOOLS

In the spring of the 1986-87 school year, the AISD Board of Trustees approved a new student assignment plan which returned students in the elementary grades to their neighborhood schools. This plan resulted in a dramatic shift in the distribution of students from low-income families among the District's schools. Most notably, 16 elementary schools in predominantly minority neighborhoods became heavily populated with students from low-income families. To assure that students in these 16 schools received a quality education, the Division of Elementary Education developed *A Plan for Educational Excellence* with the advice of a committee made up of teachers, principals, and other administrators. In the 1987-88 school year, the Plan was implemented in each of the following 16 "Priority Schools," as the schools came to be called:

Allan	Norman
Allison	Oak Springs
Becker	Ortega
Blackshear	Pecan Springs
Brooke	Sanchez
Campbell	Sims
Govalle	Winn
Metz	Zavala

The 1994-95 school year was the last year for the special Priority School funding. Because of the new regulations created by reauthorization of Title I and AISD budget constraints, the extra funds previously given to the 16 Priority Schools will be distributed to more schools with a high percentage of low-income students in 1995-96.

PUPIL-TEACHER RATIO (PTR)

A lower pupil-teacher ratio for all grade levels (pre-K through grade 6) has been a major focus at Priority Schools from their beginning in 1987-88. The recommended average class size for Priority Schools was 15 to 1 in pre-K through grade 2; 18 to 1 in grades 3 and 4; and 20 to 1 in grades 5 and 6. The State mandate is 22 to 1, in grades pre-K through 4.

The AISD end-of-the-year attendance file was used to calculate the pupil-teacher ratio (PTR). The number of regular education students was divided by the number of teachers (excluding special area, early childhood, and special education teachers) to determine the PTR. The formula was used to determine the PTR for each class, each grade level, each school, and the District.

In 1994-95, each of the Priority Schools used some of their additional funds to employ additional teachers to lower the PTR. The extra 67.5 teachers were combined with those hired under the regular staffing formula to create a lower pupil-teacher ratio at the Priority Schools. The Priority Schools used various amounts of funding to accomplish the lower PTR. Metz had the lowest schoolwide PTR of the Priority Schools (11.4), and Campbell had the highest PTR (17.6). Table 61 shows the pupil-teacher ratio for each Priority School.

Table 61: Pupil-Teacher Ratio for the Priority Schools By School and Grade, 1994-95

	Pre-K	K	1	2	3	4	5	6	Average
Allan	12.0	15.8	15.0	15.6	16.5	18.3	17.7	*	15.7
Allison	16.5	12.8	12.6	9.0	12.0	13.5	20.8	*	13.2
Becker	12.3	10.4	15.7	15.5	10.0	17.0	14.7	*	13.3
Blackshear	10.3	16.5	12.2	13.5	16.5	15.3	15.7	30.0	14.8
Brooke	11.5	13.0	18.3	13.5	18.3	14.0	15.3	*	14.7
Campbell	17.3	13.4	16.6	14.2	16.0	21.3	21.7	24.7	17.6
Govalle	14.3	14.0	15.8	14.8	15.5	14.8	17.2	*	15.1
Metz	10.4	9.7	8.8	10.6	9.6	12.4	14.5	18.5	11.4
Norman	9.8	11.8	18.0	10.5	14.3	12.8	15.7	*	12.7
Oak Springs	17.0	16.0	17.0	12.2	17.0	15.0	14.7	*	15.4
Ortega	14.0	12.8	14.5	13.0	18.3	17.5	24.5	*	15.7
Pecan Springs	18.3	12.2	14.7	15.4	14.5	17.5	17.2	*	15.4
Sanchez	10.7	17.5	14.8	18.0	11.8	14.3	18.5	16.3	15.3
Sims	9.8	11.3	12.7	10.3	19.5	18.0	18.3	*	13.3
Winn	14.0	13.8	15.6	14.3	16.2	17.6	22.0	*	16.1
Zavala	16.5	12.2	12.6	16.0	18.3	17.7	20.7	17.0	15.8
AVERAGE	13.2	13.1	14.4	13.2	14.8	15.8	17.9	20.7	14.6

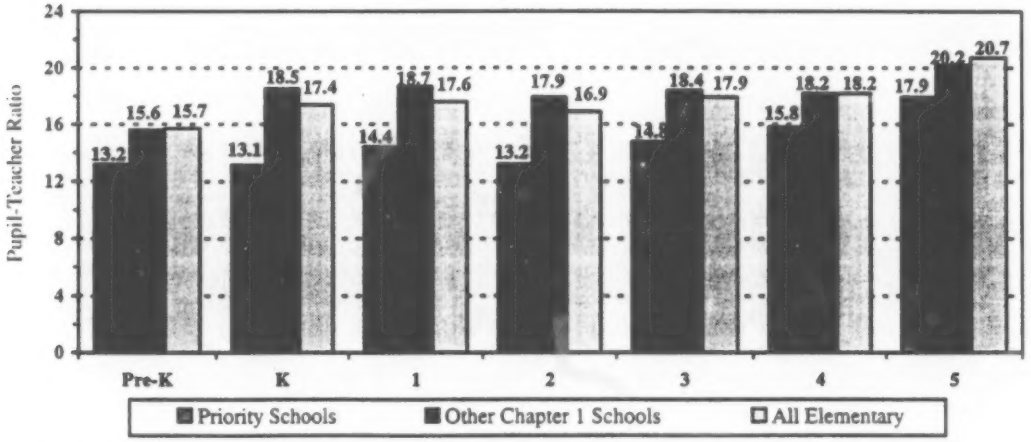
* There were no grade 6 classes at these schools.

PTR Comparisons

The average PTR for the Priority Schools was 14.6 in 1994-95. As shown in Figure 23, the Priority School average PTR was lower than the average PTR for the other Chapter 1 schools and for the District.

The average PTR for the other 17 Chapter 1 schools (18.2) was higher than the average PTR for the District (17.8) and the Priority Schools (14.6). Overall, the Priority Schools had lower PTRs at each grade level than did the other Chapter 1 schools and the District. Figure 23 shows the pupil-teacher ratios for the Priority Schools, for the other Chapter 1 Schools, and for the District, grades pre-K through grade 5.

Figure 23: PTR Comparisons for Priority Schools, Other Chapter 1 Schools, and Schools Districtwide: 1994-95 *



* Grade 6 PTRs are not presented because only 12 of the 66 elementary campuses had grade 6 students.

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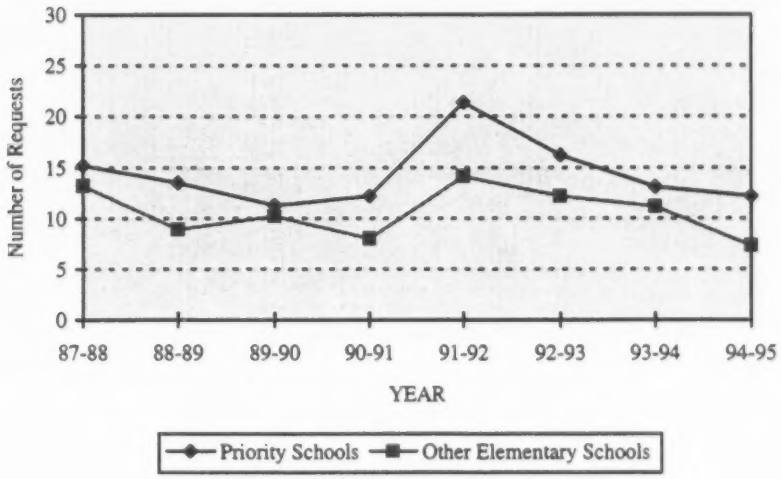
TEACHER TRANSFER REQUESTS

The teacher transfer request rate for Priority Schools has been compared with the transfer request rate for other elementary schools in the District since the beginning of Priority School funding in 1987-88. As it has been for each year since then, the Priority School teacher transfer request rate for 1994-95 (12.2%) was higher than the rate for other elementary schools (7.3%). However, the teacher transfer request rate has declined each of the past three years from the highest rate in 1991-92 of 21% for the Priority Schools and 14% for the other elementary schools. The Priority School teacher transfer request rate declined from 13.1% in 1993-94 to 12.2% in 1994-95. Figure 24 compares the teacher transfer request rates at Priority Schools and at the other elementary schools from 1987-88 to 1994-95. The rates for the two groups have fluctuated in a similar manner over time, with the rate for Priority Schools being consistently higher.

Figure 24: Teacher Transfer Requests for Priority Schools and Other Elementary Schools; 1987-88 through 1994-95



The average years of teaching experience at Priority Schools was lower than the average for the District. The average years of teaching experience for teachers at Priority Schools was 10.5 compared with an average of 11.7 years of experience for the District.

PROMOTION/RETENTION/PLACEMENT RATES FOR THE PRIORITY SCHOOLS

Promotion was one of the evaluation criteria for Chapter 1 schools. The requirement for the promotion rate was individualized by campus. All of the Priority Schools were Chapter 1 schools in 1994-95 and were evaluated on this criterion. (See the section of this report on Student Achievement for further school information.)

The overall Priority School promotion rate (93.0%) for 1994-95 was lower than the rate for the other Chapter 1 schools (96.8%) and lower than the rate for the District (96.7%). However, the 1994-95 promotion rate for Priority Schools was higher than the 1993-94 rate of 90.0%.

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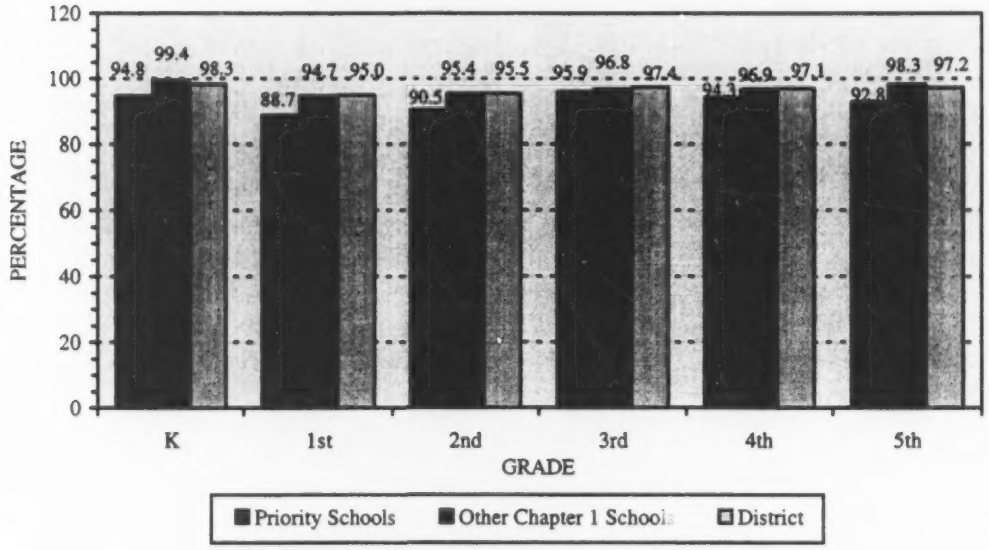
Students can be recommended for placement in the next grade even if they do not meet promotion criteria. The average placement rate for Priority Schools (6.4%) was much higher than the placement rate for the other Chapter 1 schools (2.7%) and for the District (2.9%).

The retention rate for Priority Schools (0.6%) was similar to the retention rate for the other Chapter 1 schools (0.4%) and for the District (0.4%). The promotion rates for Priority Schools, other Chapter 1 schools, and the District are shown in Figure 25. These rates are similar across grades with Priority Schools consistently having a slightly lower promotion rate.

Figure 25: Promotion Rates for Priority Schools, Other Chapter 1, and Schools Districtwide; 1994-95



The lowest percentage of Priority School students promoted (88.8%) and the highest percentage of students placed (9.6%) were at grade 1. At non-Priority Schools, the lowest percentage of students promoted (96.3%) was at grade 1, and the highest percentage of students placed (3.1%) was at grade 2.

ATTENDANCE

Attendance is another of the Chapter 1 evaluation criteria for 1994-95. The average attendance rate for the Priority Schools decreased slightly from 95.9% in 1993-94 to 95.4% in 1994-95. The attendance rate for Priority Schools was lower than the average attendance rate for the District (95.8%) in 1994-95, as it has been each year since 1986-87, with the exception of 1993-94. Attendance rates were up at six of the Priority Schools, down at eight of the schools, and the same at two of the schools in 1994-95. Table 62 compares the attendance rates for Priority Schools and for the District from 1986-87 through 1994-95.

Table 62: Attendance Rates for Priority Schools and Schools Districtwide, 1986-87 through 1994-95

	1986-87	*1987-88*	*1988-89*	*1989-90*	*1990-91*	*1991-92*	*1992-93*	*1993-94*	*1994-95*
PRIORITY SCHOOLS	94.6	95.1	95.2	95.6	95.4	95.5	95.3	95.9	95.4
DISTRICT	95.3	95.3	95.1	95.9	95.8	95.8	95.7	95.6	95.8

The average attendance rates at the Priority Schools ranged from 93.7% at Sims to 97.8% at Zavala. Six of the Priority Schools had an average attendance rate that was higher than the District average.

ACHIEVEMENT

The Texas Assessment of Academic Skills (TAAS) tests are used in Texas to measure mastery of the Essential Elements adopted by the State Board of Education. With the 1990-91 school year, the focus of the TAAS shifted from an assessment of minimum skills to an assessment of academic skills. According to the Texas Education Agency (TEA), *"The TAAS tests assess higher-order thinking skills and problem-solving ability."*

To allow for a period of adjustment, the passing criterion was originally set at 65% of the items correct for grades 3 and 5 and 60% for grades 7, 9, and 11 (Exit-level). In 1991-92, the passing criterion increased to 70% for all grade levels.

Grades tested and time of year of administration have also changed. In 1990-91 and 1991-92, elementary grades 3 and 5 were tested. In 1992-93, grade 3 was tested in the fall and grade 4 was tested on writing in the spring. Grades 3 through 6 were included in the 1993-94 testing. TAAS tests were administered in the fall of the first two years of administration with a transition to spring administration beginning in 1992-93.

The TAAS tests were administered in spring 1995 in grades 3-6. The overall passing rate for Priority Schools for 1994-95 was 56.4% in reading and 45.5% in mathematics. Of the 16 Priority Schools, Zavala had the highest achievement on the TAAS tests in 1994-95 with 81% of their students passing reading and 68% passing the mathematics section. Zavala had a higher percentage of students passing TAAS than the average percentage passing for all AISD elementary students of 75.3% in reading and 65.5% in mathematics. Zavala also had the highest attendance rate for Priority Schools. The Priority School with the lowest percentage of students passing TAAS (Sims) also had the lowest attendance rate of the Priority Schools in 1994-95. Table 63 shows the percent of students passing the reading and mathematics sections of the TAAS test for the Priority Schools in 1994-95.

Table 63: Percentage of Priority School Students Passing TAAS Reading and Mathematics, 1994-95

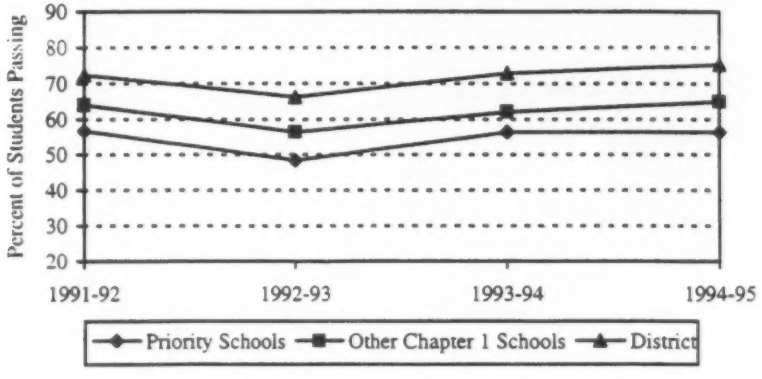
SCHOOL	% Passing Reading	% Passing Math	SCHOOL	% Passing Reading	% Passing Math
Allan	46.2	44.2	***Norman***	40.8	44.5
Allison	56.9	50.0	***Oak Springs***	40.2	27.6
Becker	66.7	50.9	***Ortega***	70.9	48.6
Blackshear	37.3	26.4	***Pecan Spgs.***	57.2	44.4
Brooke	50.0	40.4	***Sanchez***	73.9	56.1
Campbell	51.1	50.0	***Sims***	32.4	22.8
Govalle	56.3	46.2	***Winn***	66.8	51.2
Metz	57.3	41.8	***Zavala***	80.9	68.4

Four-Year TAAS Comparison

To observe achievement over time, TAAS data for the Priority Schools was compared to data for the other Chapter 1 schools, and for the District from 1991-92 through 1994-95. Because the passing criterion changed from 65% (1990-91) to 70% (1991-92), the comparison will begin with the second year, when the passing criterion was the same.

The Priority Schools had a lower percentage passing in each comparison. The groups' fluctuation in percentage passing was almost parallel from 1991-92 through the present. After a decline in the percentage passing TAAS Reading in 1992-93, the percentage of students passing Reading for all schools has improved for the past two years. Figure 26 shows the comparison of the percentage of students passing the TAAS Reading section in 1991-92 through 1994-95

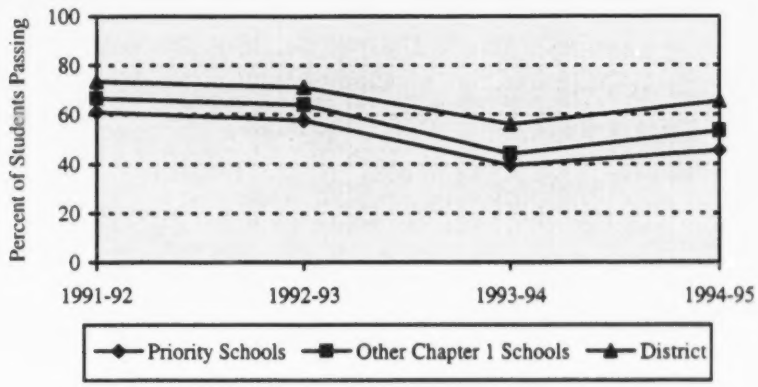
Figure 26: Percentage of Students Passing TAAS Reading at Priority Schools, Other Chapter 1 Schools, and Schools Districtwide; 1991-92 through 1994-95



The Priority Schools and the District have historically had lower passing rates for TAAS Mathematics than TAAS Reading. This outcome may have been due to the focus on reading at Chapter 1 schools in previous years. Chapter 1 schools are now using more of their resources to

improve mathematics scores. The decline in percentage passing TAAS Mathematics in 1993-94 may be a result of adding grades 4 and 6 to the TAAS testing. An increase in the percentage passing for mathematics was achieved by all groups in 1994-95. Figure 27 shows the comparison of the percentage of students passing the TAAS Mathematics section in 1991-92 through 1994-95.

Figure 27: Percentage of Students Passing TAAS Mathematics at Priority Schools, Other Chapter 1 Schools, and Schools Districtwide; 1991-92 through 1994-95



While Priority Schools' student achievement declined from 1991-92 through 1993-94, achievement on both the TAAS Mathematics and Reading tests improved in 1994-95. The challenge for the Priority Schools will be to continue to improve despite the elimination of Priority School funding. These schools will have Title 1 funding to use for improvement in student achievement.

APPENDICES

APPENDIX A: DEFINITIONS

Chapter 1 Schoolwide Project (SWP) - When a school has a concentration of 75% or more of low-income students, the school may become a schoolwide project. In a SWP, all students are considered served by Chapter 1. Schools can use their Chapter 1 funds and local funds to reduce the overall pupil-teacher ratio, or they can fund schoolwide computer labs, staff development, extended-day programs, or other options of their choice.

Chapter 1 Non-Schoolwide Project (non-SWP) - The AISD Chapter 1 Program provided supplementary reading instruction to low-achieving students (those who score at or below the 30th percentile in reading comprehension) in schools with high concentrations of students from low-income families.

Current Migrant - A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or fisherman and (b) who has moved the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligibility are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Currently and formerly migratory students are eligible for the same program services.

Full-Day Prekindergarten - Chapter 1 funds supplemented State funds to expand half-day pre-K to a full-day program for children at all Chapter 1 schools.

Low-Income Student - Any student receiving free or reduced-price meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national-level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by the Department of Performance Audit and Evaluation which describes the procedures used to calculate the percent of low-income students by school attendance area for District schools. The results are used to determine which schools should receive a Chapter 1 program.

Service Locations - 1) Pullout - Students are served outside the regular classroom. 2) In-class - Students are served in the regular classroom. 3) Both - Students receive a combination of pullout and in-class service. 4) Other - Any other ways students might be served (e.g., tutoring or special class).

Special Testing - All students in schools served by the Chapter 1 reading instruction component are required to have a test score to determine Chapter 1 service eligibility. If students do not have a valid spring semester score, they were special tested.

APPENDIX B: PARTICIPATING AISD SCHOOLS CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS 1994-95

Schools	*SWP*	*Non-SWP*	*Chapter 1 Migrant*	*Priority School*	*Pre-K*
ALLAN	X			X	X
ALLISON	X			X	X
ANDREWS	X				X
BARRINGTON		X			X
BECKER	X			X	X
BLACKSHEAR	X			X	X
BLANTON	X				X
BROOKE	X			X	X
BROWN	X				X
CAMPBELL	X			X	X
DAWSON	X				X
GALINDO		X			X
GOVALLE	X			X	X
HARRIS	X				X
HOUSTON	X				X
JORDAN	X				X
LANGFORD		X			X
LINDER	X				X
METZ	X			X	X
NORMAN	X			X	X
OAK SPRINGS	X			X	X
ORTEGA	X			X	X
PECAN SPRINGS	X			X	X
REILLY		X			X
RIDGETOP	X				X
SANCHEZ	X			X	X
SIMS	X			X	X
WALNUT CREEK	X				X
WIDEN	X				X
WINN	X			X	X
WOOLDRIDGE	X				X
WOOTEN	X				X
ZAVALA	X			X	X
FULMORE MS			X		
MENDEZ MS			X		
PORTER MS			X		
AUSTIN HS			X		
JOHNSTON HS			X		
LANIER HS			X		
TRAVIS HS			X		
EVENING HS			X		

SWP = Schoolwide Project

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APPENDIX C: SCHOOLS WITH PARTNERSHIPS PAIRING AND PTS/PIRS

School	*# Adopters*	*Cash*	*In-Kind*	*# Volunteers*	*# Vol. Hours*
Allan	14	$ 5,650	$ 1,550	29	2,712
Allison	21	9,260	835	89	982
Andrews	11	0	3,105	8	138
Barrington	14	20,255	6,505	194	2,342
Becker	33	4,720	4,063	290	1,233
Blackshear	37	1,065	3,580	36	535
Blanton	15	1,650	3,115	15	411
Brooke	30	6,322	13,470	157	5,950
Brown	16	9,000	26,986	475	2,889
Campbell	16	2,690	4,456	17	432
Dawson	23	34,414	55,549	361	3,855
Galindo	14	4,348	000	16	190
Govalle	08	2,664	8,805	111	757
Harris	14	4,307	1,035	79	829
Houston	11	8,744	5,000	64	258
Jordan	10	4,650	7,508	56	728
Langford	11	2,700	3,278	35	1,365
Linder	14	6,700	0	320	730
Metz	22	5,534	19,400	120	2,880
Norman	14	2,380	2,250	72	2,098
Oak Springs	30	8,643	14,447	780	5,139
Ortega	10	9,200	7,830	27	1,060
Pecan Springs	09	1,710	4,756	58	2,813
Reilly	24	4,000	7,600	64	286
Ridgetop	11	500	12,700	10	400
Sanchez	11	600	2,375	9	450
Sims	14	1,055	14,090	6	57
Walnut Creek	24	8,600	8,562	113	6,025
Widen	14	9,575	10,002	137	1,391
Winn	19	5,978	4,355	23	756
Wooldridge	22	2,992	9,765	58	417
Wooten	12	1,904	4,785	46	804
Zavala	45	18,492	1,500	72	137

School	# Adopters	Cash	In-Kind	# Volunteers	# Vol. Hours
Fulmore MS	19	$ 0	$ 2,685	4	120
Martin Jr. Hi.	10	1,640	3,510	30	480
Mendez MS	18	5,810	8,161	200	3,676
Pearce MS	17	5,091	9,688	85	1,485
Porter MS	15	3,945	6,679	134	1,283
Johnston HS	17	48,260	98,376	387	7,963
Travis HS	19	8,695	41,829	101	1,531
Total	708	$ 283,743	$ 444,185	4,888	67,587

MS = Middle School (grades 6-8)
Jr. Hi = Junior high school (grades 7-8)
HS = High School (grades 9-12)

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